

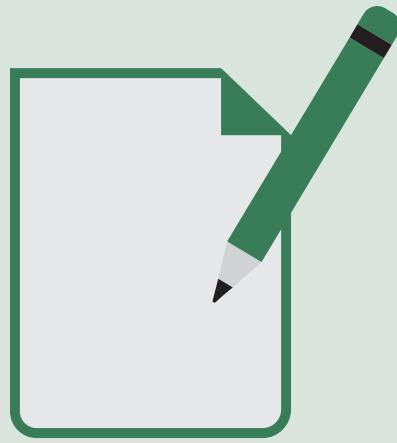


**DC  
CAPE**

DC COMPREHENSIVE  
ASSESSMENTS OF  
PROGRESS IN EDUCATION

**2026**

# **TEST COORDINATOR MANUAL**



## **2026 TEST COORDINATOR MANUAL**

Computer-Based & Paper-Based Testing  
DC CAPE Math & English Language Arts/Literacy & Science  
Assessments



## Contact Information

For Questions About	Who to Contact	Contact Information and Resources
<ul style="list-style-type: none"> <li>Technology, including DC CAPE Assessment Management Platform and TestNav</li> <li>Test administration</li> <li>Test materials</li> </ul>	Support Center	<p><b>Web:</b> <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a>  <b>Manuals:</b> <a href="https://dc.mypearsonsupport.com/admin-resources">https://dc.mypearsonsupport.com/admin-resources</a></p> <p><b>Pearson Assessment Support:</b> <a href="https://support.assessment.pearson.com/">https://support.assessment.pearson.com/</a></p> <p><b>Hours:</b> 6:00 a.m. - 7:30 p.m. EST</p> <p><b>Telephone:</b> 866-688-9555</p>
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Section	Issue	District of Columbia State Policy
Spring Key Dates	<b>DC CAPE Testing Window</b>	<b>Online Window:</b> April 6, 2026 - May 22, 2026 <b>Paper Accommodations Window:</b> April 6, 2026 - May 15, 2026
	<b>State Opens Assessment Delivery and Management Platform to Local Education Agencies</b>	January 5, 2026
	<b>LEAs and non-publics load accommodations file into Assessment Delivery and Management Platform (ADAM)</b>	January 5, 2026 - March 9, 2026
	<b>Materials Orders Window</b>	March 2, 2026 - June 5, 2026
	<b>Materials Orders—Test Materials (e.g., test books, answer documents)</b>	March 2, 2026 - May 8, 2026
	<b>Materials Orders—Human Reader Scripts</b>	March 2, 2026 - May 15, 2026
	<b>Materials Orders Window— Ancillary Return Materials Only (e.g., Return Labels, Boxes)</b>	March 2, 2026 - June 5, 2026
	<b>Deadlines to Ship Secure Materials to Pearson</b>	Scorable Materials: May 22, 2026 Nonscorable Materials: May 29, 2026

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# 1.0 Overview

The DC CAPE assessments will be administered in either computer-based (CBT) or paper-based (PBT) format. English language arts/literacy (ELA/L) assessments will focus on analyzing a text through reading and writing. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. The science assessments present students with tasks that are built around scientific phenomena as well as engaging design challenges to evaluate student performance in three-dimensional science learning. In all content areas, students will demonstrate their skills and knowledge through selected response, constructed response, and technology enhanced items.

Each assessment is comprised of multiple sections, and additionally, one of the mathematics sections is split into two parts: a non-calculator part and a calculator part (grades 6–7 and high school only). Refer to Section 2.4 for additional information about the number of sections for each assessment.

## 1.1 About this Manual

This manual provides instructions applicable to Test Coordinators and Technology Coordinators for the administration of the computer-based and paper-based versions of the DC CAPE assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.



Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests.



Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to paper-based tests.

All documents referenced in this manual can be found at [dc.mypearsonsupport.com](https://dc.mypearsonsupport.com).

All administration instructions for Test Administrators are included in the *Test Administrator Manuals (TAMs)*. The *TAM* also includes administration scripts. In addition to English, the scripts are translated into Spanish. The translated scripts are available at [dc.mypearsonsupport.com](https://dc.mypearsonsupport.com).

## 1.2 Roles of Individuals

All authorized personnel involved in DC CAPE assessment administration are subject to all requirements, duties and sanctions in the District of Columbia Testing Integrity Act of 2013 effective October 17, 2013, including any subsequent amendments (D.C. Law 20–027; D.C. Official Code § 38–771.01 et. seq.) (“Test Integrity Act”) and any associated regulations.

Detailed guidance on test security requirements for the Office of the State Superintendent of Education (OSSE), Local Education Agencies (LEAs), and schools are included in the OSSE 2025-26 Test Security Guidelines. All individuals involved in test security, including but not limited to LEA Test Integrity Coordinators and LEA/school authorized personnel shall follow the requirements posted in the Guidelines.

All authorized personnel involved in DC CAPE testing should refer to the DC Test Integrity and Security Notification Statement, which can be found in Appendix B of this manual and on OSSE’s website at <https://osse.dc.gov/service/test-security-and-test-integrity-information-and-documents>.

All authorized personnel are required to attend Test Security Training delivered by their LEA or School Test Integrity Coordinator.

The **Local Education Agency (LEA) Assessment Manager** is the individual responsible for overseeing the coordination of all statewide assessments taken by students in their LEA. This manager is responsible for representing the LEA, ensuring statewide assessments are administered in compliance with OSSE's policies, and liaising with OSSE and LEA staff. The LEA Assessment Manager is also responsible for liaising with Nonpublic School Test Coordinators or other LEA designees in charge of direct communication with nonpublic schools. The LEA Assessment Manager may also serve as the LEA Test Coordinator or may designate a different individual to serve as the LEA Test Coordinator.

The **Local Education Agency (LEA) Test Coordinator (LTC)** is the individual at the LEA/district level who is responsible for overall coordination of test administration, ensuring test administration adheres to OSSE policies. The LEA Test Coordinator may also serve as the LEA Assessment Manager or may be a separate individual.

A **School Test Coordinator (STC)** is the individual at the school level who is responsible for the overall coordination of test administration, ensuring test administration adheres to OSSE policies. The role may be taken on by the Principal or Designee based on established criteria. This individual is responsible for coordinating test administration, obtaining OSSE approval of test security plans before testing, and resolving testing issues at their school, with the support of the Technology Coordinator, if applicable. This individual is also responsible for all post testing procedures (e.g. stopping all online proctor groups).

A **Test Administrator (TA)** is an individual at the school who is responsible for administering the assessment.

The following individuals may serve as a Test Administrator:

- Individuals employed by the LEA as teachers
- LEA- and school-level administrators
- Other school-level or LEA-level employees

A **Proctor** is an individual who may assist a Test Administrator monitor a test section under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Proctors do not need to be school personnel, but all Proctors must be trained in test administration procedures by authorized LEA personnel, adhere to these Test Integrity Act requirements for authorized personnel and work under the direction of a Test Administrator. See OSSE Test Security Guidelines for requirements for both Test Administrators and Proctors.

A **Technology Coordinator (TC)** is an individual at the school or LEA level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration.

Technology Coordinator responsibilities include but are not limited to:

- Configuring student testing devices
  - Ensuring each device meets minimum technology requirements
  - Installing/updating the TestNav App on each testing device; OR
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Configuring TestNav in Assessment Delivery and Management Platform (ADAM)
- Helping with the Accommodations Registration File (ARF)
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for STC and Test Administrators

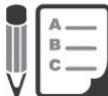
## 2.0 Test Security and Administration Policies

### 2.1 Maintaining the Security of Test Materials and Content

The administration of DC CAPE assessments are secure testing events. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. School Test Coordinators are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements.

School Test Coordinators must implement chain of custody requirements for materials as described in this section. School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials, and securely destroying certain specified materials after testing as described throughout Section 5.0 (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying).

School Test Coordinators are required to maintain a tracking log to account for collecting and securely destroying secure test materials, including mathematics reference sheets written on by students and scratch paper written on by students. Schools must maintain the OSSE Chain of Custody Form or tracking log of secure materials for at least four years. Copies of the OSSE Chain of Custody Form for testing can be found on [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com) and in Appendix H of this manual. Each school's test material shipment will contain a Secure Material Inventory, which School Test Coordinators will use to ensure all needed materials have been shipped. The Secure Material Inventory will contain the security barcode/serial number(s) of all shipped secure materials, and School Test Coordinators are required to document those numbers on the OSSE Chain of Custody Form when distributing test materials. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

	<p>The following test materials are secure:</p> <ul style="list-style-type: none"><li>• Student testing tickets</li><li>• Mathematics reference sheets written on by students</li><li>• Scratch paper written on by students</li><li>• Human Reader scripts for mathematics and science (if applicable)</li></ul>
	<p>The following test materials are secure:</p> <ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer documents (grades 4–high school)</li><li>• Large print and braille test booklets</li><li>• Mathematics reference sheets written on by students</li><li>• Scratch paper written on by students</li><li>• Human Reader scripts for mathematics and science (if applicable)</li></ul>

Assessment administration monitors (also called auditors or observers) from the school, LEA, sector representatives or OSSE may conduct in-person visits during testing. OSSE will also be conducting virtual desktop monitoring during testing. OSSE may request pre-scheduled meetings with LEA and/or School Test Coordinators to discuss testing during test administration. These meetings may include the following processes: adherence to test plans, test administration, test environment, handling and distribution of test materials, collection of test materials, and test materials packaging and shipment.

It is required for the purposes of any future monitoring or investigation that LEAs maintain the following documents for four years:

- i. School Test Security Plan
- ii. Test Security Training Materials
- iii. During Testing Notes, including Minor Deviations from School Plan
- iv. Plan to Improve School Policies and Procedures Forms (if applicable)
- v. Test Security Fact Finding Inquiry Forms (if applicable)
- vi. Test Integrity and Test Security Affidavits
- vii. Test Security Training Attendance for Authorized Personnel
- viii. Family Notification Letters
- ix. Test Materials Chain-of-Custody Forms
- x. Incident Reports

### 2.1.1 School Test Coordinator Responsibilities for Maintaining Security

- STC submits school test security plan to their LTC, who will submit to OSSE no later than 15 business days before the first planned day of DC CAPE administration in your school. School test security plan must be in "OSSE Approved" status before a school begins testing.
- Authorize specific personnel to serve as Test Administrators and train them to properly administer tests. Designate other school personnel as necessary to maintain a secure test administration and train them in test security requirements.
- Keep secure testing materials in locked central storage when tests are not being administered.
- Monitor the receipt and distribution of all test materials.

 To ensure the integrity of the test administration, School Test Coordinators may wish to periodically check student login records in Assessment Delivery and Management (ADAM) to ensure that students in their school have only tested on days they were expected to be testing. LEA and School Test Coordinators should refer to the DC Testing Integrity Act and associated guidance and regulations for required test security procedures, as well as directions on DC test integrity forms.

### 2.1.2 Test Administrator Responsibilities for Maintaining Security

- 1. Receive training in administering test sections properly and securely.**
  - Review the *TAM* and all relevant test security requirements before administering test sections.
  - Attend any training session(s) led by the STC/designee before testing begins.
  - Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.
- 2. Administer all tests according to appropriate protocols.**
  - Administer tests during the statewide testing window and in the prescribed order.
  - Follow the directions and read the scripts in the *TAM* verbatim to students.
  - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
  - Provide students with all required test materials listed in the *TAM*.
  - Prevent the use of prohibited materials (refer to Section 2.3) during testing sections. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test section, including after a student turns in their test materials, or during a break (See exception listed in Section 2.2.1).
- 3. Maintain full attention on the testing environment at all times during testing.**

- Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, for paper-based testing, a **Test Administrator may view students' test booklets and answer documents for the sole purpose of confirming that students are working in the correct section**. A Test Administrator may not review test booklets and answer documents and/or confirm whether a student has responded to all test items.

- Ensure that students are supervised during testing, including during breaks.
- Ensure students are working only on the section being administered. If a Test Administrator observes a student working in the incorrect section of the test or reviewing the incorrect section of the test, this is a testing irregularity that must be reported to the STC and to OSSE.

**4. Ensure that students do NOT participate in any form of cheating.**

- Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

**5. Do NOT provide unauthorized assistance to a student that could impact their answers.**

- At any time during an assessment administration, a Test Administrator may repeat a portion of the *TAM* script if necessary for clarification.
- However, Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact his/her answers. Examples of unauthorized assistance include, but are not limited to:
  - Providing answers to a student
  - Indicating that a student has answered a question incorrectly or left a question blank
  - Defining words or providing synonyms
  - Spelling words
  - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
  - Altering, explaining, simplifying, or paraphrasing any test question, reading passages, writing prompt, or multiple-choice answer option
  - Suggesting that a student write more on a question, check their work, or review or reconsider a response to a question

**6. Follow proper test security procedures for providing accessibility features or accommodations.**

- Ensure that students are ONLY provided accommodations that are listed specifically for use during DC CAPE testing in an approved Individualized Education Plan (IEP) or a 504 plan, or an English Learner (EL) plan.
- Follow guidelines on proper administration of accommodations or accessibility features as prescribed in the *DC CAPE Accessibility Features and Accommodations (AF&A) Manual*, which can be found at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

**7. Follow chain of custody requirements to return all test materials after testing.**

**2.1.3 Security Forms**

To document proper test administration and security procedures, the following forms may be used:

- Test Integrity and Test Security Notification Statement (Appendix B)
- Statewide Test Security Incident Reporting Form (Appendix D)
- Form to Report Contaminated, Damaged, or Missing Materials (Appendix E)
- Test Integrity and Test Security Affidavit (Appendix G)
- Chain of Custody Form (Appendix H)

- Form to Return Secure Materials (Appendix I)

For your convenience, copies of the test security forms are included as appendices in this manual, and templates are available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

All authorized personnel must receive the Test Integrity and Test Security Notification Statement (refer to Appendix B) prior to administration.

Within 10 business days of the conclusion of the last statewide assessment of the school year, LEAs must obtain signed Test Integrity Affidavits from the LEA's Test Integrity Coordinator and each of the LEA's School Test Coordinators. LEAs must submit signed Test Integrity Affidavits to OSSE within 15 business days after testing, as per the Testing Integrity Act. LEAs must also maintain a copy of these documents for their records for a minimum of four years.

## 2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.

Any person who witnesses a test security breach or believes one has occurred must report the incident immediately. Reports may be made directly to the School Test Coordinator, LEA Test Coordinator, or OSSE. Reports may be made anonymously online. LEA Test Coordinators should immediately report any breach of security, loss of materials, failure to account for materials, or any other deviation from the test security plan to OSSE, and should submit a written report of a breach or irregularity **within 24 hours** by submitting an incident report in the [OSSE Assessment Portal](#).

### 2.2.1 Examples of Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., cell phones, smart watches with photo/or cellular functions, etc.) while secure test materials are still distributed, while students are testing, after a student turns in their test materials, or during a break.
    - Exception: Test Coordinators and Technology Coordinators are permitted to use cell phones in the testing environment ONLY in cases of emergencies.
    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. These devices may require prior approval for this exception unless already noted in a student's Individualized Education Plan (IEP) or 504 plan.
- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing

- Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
- Deviating from testing time procedures as outlined in Section 2.4
- Allowing cheating of any kind
- Providing unauthorized persons with access to secure materials
- Allowing students to test before or after the state test administration window without state approval

- **Test Materials Irregularities**

- Losing a student testing ticket
- Losing printed proctor codes
- Losing a student test booklet or answer document
- Losing Human Reader scripts
- Leaving test materials unattended or failing to keep test materials secure at all times
- Reading or viewing the passages or test items before, during, or after testing
  - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics/science or accommodation for ELA/L which requires a Test Administrator to access passages or test items
- Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from locked storage for any purpose other than administering the test or removing them from the school building

- **Testing Environment Irregularities**

- Failing to follow administration directions exactly as specified in the *TAM*
- Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors in the testing environment
  - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not trained as Authorized Personnel and on the Authorized Personnel list submitted to OSSE, are prohibited from entering the testing environment.
  - Authorized Visitors—Visits by state education agency monitors, LEA monitors on the Authorized Personnel list, and state-authorized observers are allowed, as long as these individuals do not disturb the testing process.

## 2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, refer to Appendix D. Incidents must be reported. To report an incident, follow the protocol outlined below and/or in the OSSE approved School Test Security Plan:

- The incident should be reported to the School Test Coordinator immediately.
- The School Test Coordinator or LEA Test Coordinator will submit incident reports to OSSE, when appropriate.
- The incident report must be completed and submitted online within 24 hours of the incident.
- If follow-up documentation is required by your LEA Test Coordinator or OSSE, complete any additional documentation.
- Occasionally, individuals will contact OSSE with allegations of testing irregularities or security breaches. In these instances, OSSE may contact the School Test Coordinator or LEA Test Coordinator and ask the individual to investigate the allegations and report back.
- Anyone can report an incident to OSSE. Please visit <https://osse.dc.gov/service/test-security-and-incident-forms> for directions and documents related to incident reporting, and report through the [OSSE Assessment Portal](#).

## 2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- A testing sign, such as the example in **Appendix C** in the *Test Administrator Manual* should be posted on the outside of the room door.
- Prohibited classroom resources and materials that may cause distraction or distress for students testing should be removed or covered.

### Administrative Considerations for Students

The STC has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual and the administrative consideration is documented in the Accommodations Registration File (ARF). Accordingly, STCs may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English learner:

- Small-group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

For more information on administrative considerations that are available for ALL students, refer to Table 2 of the *AF&A Manual* found at [dc.mypearsongsupport.com](http://dc.mypearsongsupport.com).

## Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following materials may NOT be used at any time during a section, including after a student has completed testing (e.g., turns in their test booklet) or during a break. Students, Test Administrators, Proctors, or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Sections**

- All personal electronic equipment not related to testing (e.g., cell phones, smart watches with photo/or cellular functions, etc; refer to Section 2.2.1 for exceptions)
- Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with an IEP or an English learner.
- Mathematical formulas, number lines, and conversion tables other than the grade- or course- specific, DC CAPE-provided mathematics reference sheets
- Any manipulative not approved through a unique accommodation request prior to testing (refer to Section 6.2 for more information)

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is NOT allowed in the testing environment.

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in their possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials or follow school policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, an incident report must be submitted to OSSE and the test may be invalidated.

After a student has checked and submitted their work, the Test Administrator may dismiss the student or the student may sit quietly and use allowable materials. Books and materials not related to the tested subject may be permitted ONLY AFTER a student has submitted their test and after ALL secure materials have been collected. No materials in the testing environment before or after testing should compromise test validity and integrity. Test materials must be collected by the Test Administrator prior to the students having any other materials. Any blank paper used after testing should be collected by the Test Administrator before students leave the testing environment.

Allowable materials after test submission include:

- Recreational books (subject matter or recreational books to be unrelated to content being assessed).
- Pens or colored pencils and blank paper.
- Non-content related recreational activities including a crossword puzzle after a mathematics section or a Sudoku puzzle after an ELA section.

## Exceptions for Test Accommodations

A student with a disability or a student who is an English learner may be allowed to use certain tools or materials that are otherwise prohibited during testing, if the accommodation is documented in the student's IEP, 504 or EL plan.

## 2.4 Scheduling and Testing Time

### Administration Dates

All test sections, including make-up testing, must be completed during the state testing window (refer to **Appendix A** for definitions of proctor group and section).

### Testing Time

DC CAPE tests are strictly timed, and no additional time may be permitted (with the exception of an extended time accommodation as noted in Section 3.6.3). Test Administrators are responsible for keeping time during testing.

**Administration Time** is the total time that schools should schedule for each section. It includes the section testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, and collecting test materials (shown in Table 2.0 below).

Example: When the section testing time is 75 minutes, schools might schedule a total of 100 minutes: 15 minutes for reading directions + 75 minutes of testing + 10 minutes for closing the section.

Test administration times are shown in Table 2.0 (note that section testing times vary by content area, section, and grade/course). In planning the school's assessment administration schedule, STCs should plan for the entire section testing time for each section.

**Table 2.0 Administration Time**

Guidelines for Scheduling	Task	Administration Time
	1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
	2. Distribution of test materials to students	5 minutes
	3. Administration of section	Refer to Section Testing Times
	4. End-of-section activities, including collecting test materials	5–15 minutes

**Section Testing Time** is the amount of time that must be provided to any student who needs it to complete the section. Tables 2.1–2.3 show the amount of time for each section. Test Administrators are responsible for keeping track of time during testing. Please note, in grades 6 and 7 and for high school the total section testing time for Section 1 mathematics includes the time for both non-calculator and calculator parts.

If all students have completed testing before the end of the section testing time, the section may end. Once the section testing time has been reached, the section must end, except for students with extended time accommodations.

**Table 2.1 Section Testing Times for Grades 3–5**

Subject(s)	Section	Part	Section Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Section 1	Non-calculator	60
	Section 2	Non-calculator	60
	Section 3	Non-calculator	60
ELA/Literacy Grade 3*	Section 1		75
	Section 2		75
	Section 3		75
ELA/Literacy Grade 4* ELA/Literacy Grade 5*	Section 1		90
	Section 2		90
	Section 3		90
Science Grade 5	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

\*Includes field test section

**Table 2.2 Section Testing Times for Grades 6–8**

Subject(s)	Section	Part	Section Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 7	Section 1	Non-calculator/ Calculator	60
	Section 2	Calculator	60
	Section 3	Calculator	60
Mathematics Grade 8	Section 1	Non-calculator	60
	Section 2	Calculator	60
	Section 3	Calculator	60
ELA/Literacy Grade 6* ELA/Literacy Grade 7* ELA/Literacy Grade 8*	Section 1		90
	Section 2		90
	Section 3		90
Science Grade 8	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

\*Includes field test section

**Table 2.3 Section Testing Times for High School**

Subject(s)/Course(s)	Section	Part	Section Testing Time (Minutes)
Algebra I, Geometry, Algebra II	Section 1	Non-calculator/ Calculator	90
	Section 2	Calculator	90
ELA/Literacy ELA I* ELA/Literacy ELA II*	Section 1		90
	Section 2		90
	Section 3		90
Biology	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

\*Includes field test section

#### 2.4.1 Guidelines for Scheduling

Sections may be scheduled at any time on regular school days during the student's normal school hours throughout the scheduled testing window.

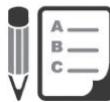
Schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. A content area (ELA/L, mathematics, or science) may be scheduled across multiple days with one or more sections administered each day. It is highly recommended that schools schedule **no more than two sections per day** for any given student. When scheduling multiple sections for a single day, schools should account for breaks between sections (refer to Section 2.4.4 for the policy on breaks).

Schools may test multiple classrooms/courses in one testing location, if desired, provided the section is the same content area, has the same length of testing time, and uses the same administration script provided in the *Test Administrator Manual (TAM)*. For example, a school may test Algebra I and Geometry courses for Section 1 together because they are the same content area, have the same testing time (90 minutes), and use the same administration script (available in the *TAM*). If using this option, schools may need to arrange for additional staff members to be available at the beginning of a section to help students log in and begin testing. For a complete list of sections that may be tested together, see **Appendix F** or refer to *Guidance on Testing Multiple Grades/Courses Concurrently in the Same Testing Environment* available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

Each student is expected to complete a section in a single sitting (i.e., all at once), with limited exceptions due to illness during testing (refer to Section 2.4.2 below). **Sections must be administered in sequential order with the exception of make-up testing.** Schools may use their discretion in deciding which content areas are scheduled on what days, so long as sections within each content area are scheduled in sequential order.



For security purposes, each section (e.g., Section 1, Section 2) should be scheduled **as close together as possible** for all students within the same grade/course—with the exception of make-up testing (refer to Section 2.4.2).



For security purposes, each section (e.g., Section 1, Section 2) must be completed by all students within the same grade/course **on the same school day**—with the exceptions of make-up testing (refer to Section 2.4.2).

### 2.4.2 Make-Up Testing

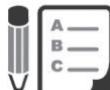
Students who are NOT tested on the regular administration date should participate in make-up testing. Make-up tests may be scheduled after the original section as long as it falls within the testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled sections. No test section may be administered in more than one sitting or over a multi-day period. All testing, including make-up tests, must occur within the school's selected testing window.

Schools should consider that sections may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together, if they are taking different sections that have different administration times. For example, a student making up the Grade 3 ELA Section 2 test may not test in the same room at the same time as a student making up the Grade 6 ELA Section 2 test because the sections have different section testing times (refer to Table 2.1).

If a student starts a section and leaves the testing environment (e.g., due to illness, family emergency) without finishing that section, they may be allowed to complete that section on a different day. **Approval for continuation of the section must be provided by OSSE via incident report submission, prior to the student proceeding with the section.** Test Administrators must note the exact place in the section where the student stopped and the amount of time remaining. Students are NOT allowed to alter any previously entered or written responses. They must pick up exactly where they left off.



Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously entered responses.



Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously written responses.

For make-up testing, it is recommended that the student who missed a section continue testing with their original testing group when they return. The student will then complete the missed section during make-up testing. Alternatively, if the school is able to schedule the make-up section before the original testing group moves onto the next section, the school may allow the student to make up the section and then continue with their original testing group. STCs should advise Test Administrators that the same test security and administration protocols must be in place for make-up tests as for the tests administered on the regularly scheduled days.



For make-up testing for computer-based testing, step-by-step directions are available in the *Make-Up Testing Directions for Computer-Based Testing* guidance document available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com). Make-up testing days may be used to test students who are affected by technology failures or interruptions.

### 2.4.3 Extended Time

A student may be allowed an extended time accommodation beyond the section testing time up to the end of the school day to complete a section ONLY IF this accommodation is listed in their IEP, 504 or EL plan. It is highly recommended these students be scheduled to test in a separate setting. A student

may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, **each section must be completed on the day on which it begins**).



When establishing a testing schedule, STCs should account for students with extended time accommodations.

#### 2.4.4 Breaks Between Testing

If administering more than one section back-to-back, scheduled breaks are highly recommended between sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. Students must completely logout of TestNav after each section, even if they are completing more than one section in a testing day.

##### Break Policy

STCs must determine and discuss procedures for breaks with Test Administrators prior to testing day. For breaks during testing, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including short breaks between sections.

Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices. OSSE policies for breaks are below.

	<p>During short breaks, visual blocks should be applied to students' computer screens (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test. The Test Administrator should also ensure the security of students' scratch paper and mathematics reference sheets (if locally printed).</p>
	<p>The Test Administrator should ensure the security of students' test booklets, answer documents, scratch paper, and mathematics reference sheets.</p>

**Restroom breaks during a section:** During a section, individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Section time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing section.

**Classroom stretch break during a section:** At the discretion of the Test Administrator, a classroom may take one "stand-and-stretch" break of up to three minutes during testing, and the Test Administrator may adjust section time by no more than three minutes.

**Breaks between sections:** If administering two or more sections back-to-back, scheduled breaks are highly recommended between sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. If students are completing more than one section within a testing day, they must still logout of TestNav after completing each section.

**Frequent breaks:** Frequent breaks may be offered as an administrative consideration. Test Administrators may not "stop the clock" for a student's frequent breaks, unless the student has an extended time accommodation, or unless the Test Administrator chooses to give a 3-minute stretch break during testing to all students in the test environment. In addition, the clock may not be stopped for a student's behavioral issues, unless the student has an extended time accommodation.

## 3.0 BEFORE Testing

This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first day of testing. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA. Since Section 3.1 only provides a checklist of tasks, refer to Sections 3.2–3.12 for more details.

### 3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing

Completing tasks during the timelines in this checklist are strongly recommended.

CBT/PBT	LTC	STC	TC	Task	Reference
<b>At Least Two Months Before Testing</b>					
	<input type="checkbox"/>	<input type="checkbox"/>		Develop security, training, and logistics plans for test administration.	Section 3.3
	<input type="checkbox"/>	<input type="checkbox"/>		Establish the test schedule.	Section 3.6
<b>At Least One Month Before Testing</b>					
		<input type="checkbox"/>		Review student accommodations/accessibility features list and develop a plan to track accommodations use.	<i>AF&amp;A Manual</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Meet with Technology Coordinators: <ul style="list-style-type: none"> <li>Discuss test security and assignment protocols and plans.</li> <li>Plan technology setup.</li> <li>Review test day activities.</li> </ul>	Section 3.4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete relevant training modules.	<a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a> and Section 3.3.1
			<input type="checkbox"/>	Complete Technology Setup: <ul style="list-style-type: none"> <li>Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days.</li> <li>Verify content filter/firewalls and allow the appropriate sites.</li> <li>Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing.</li> <li>Run App Check.</li> <li>Run Assess Testing Capacity in Assessment Delivery and Management Platform (ADAM).</li> <li>Load and configure a supported browser or TestNav App that is compatible with the testing devices.</li> <li>Prepare Test Administrator devices for testing (if applicable).</li> </ul>	

CBT/PBT	LTC	STC	TC	At Least One Month Before Testing, continued
		<input type="checkbox"/>		Schedule and administer tutorials and practice tests (recommended). Encourage teachers to familiarize students with the ELA/Literacy scoring rubrics.
		<input type="checkbox"/>		Draft and submit a school test security plan (STSP) to the OSSE Assessment Portal for each school administering a statewide assessment. As a reminder, STSP must be in "OSSE Approved" status to begin testing.
	<input type="checkbox"/>	<input type="checkbox"/>		Review security, training, and logistics plans for test administration.
		<input type="checkbox"/>		Schedule and conduct trainings for Test Administrators and Proctors, including accommodations training.
		<input type="checkbox"/>		Meet with students to review test day procedures.
	<input type="checkbox"/>	<input type="checkbox"/>		Update student ARF as needed.
				<a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a> and Section 3.7
				Section 3.3.2
				Section 3.3
				Section 3.3.1
				Section 3.12
				<a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a>

CBT/PBT	LTC	STC	TC	At Least Two Weeks Before Testing
		<input type="checkbox"/>		Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.
		<input type="checkbox"/>		Ensure all staff have received the Test Security and Test Integrity Notification Statement.
		<input type="checkbox"/>		Meet with Test Administrators and Proctors: <ul style="list-style-type: none"> <li>Discuss test security and assignment protocols and plans.</li> <li>Review day of test activities.</li> </ul>
	<input type="checkbox"/>	<input type="checkbox"/>		Submit orders for Paper testing materials.
		<input type="checkbox"/>	<input type="checkbox"/>	Set up proctor groups in Assessment Delivery and Management Platform (ADAM): <ul style="list-style-type: none"> <li>Print student testing tickets.</li> <li>Print or download proctor codes</li> <li>Check that online form assignments and ARF are correct.</li> <li>Ensure students are in the correct proctor groups, including students requiring Human Reader proctor groups.</li> </ul>
				Section 3.11
				<b>Appendix B</b>
				Section 3.8
				Section 3.10.4
				Section 3.2.3, Section 6.2, and <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a>

CBT/PBT	LTC	STC	TC	At Least One Week Before Testing
		<input type="checkbox"/>		Receive, document, and store materials: <ul style="list-style-type: none"> <li>Ensure each test booklet has a corresponding answer document with the appropriate grade/course (grades 4–high school).</li> <li>Account for damaged test materials.</li> <li>Submit Additional Orders, as needed.</li> </ul>
		<input type="checkbox"/>	<input type="checkbox"/>	Ensure students are in the correct proctor groups and confirm that online form assignments and ARF are correct.
				Sections 3.10.2–3.10.4
				Section 6.2 and <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a>

CBT/PBT	LTC	STC	TC	Day of Testing	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure students are in the correct proctor groups in Assessment Delivery and Management Platform (ADAM) and confirm that online form assignments and ARF are correct.	Section 6.2 and <a href="https://support.assessment.pearson.com/as/test-management-102761321.html">https://support.assessment.pearson.com/as/test-management-102761321.html</a>
		<input type="checkbox"/>		Look up seal codes from Proctor Dashboard, and distribute to TAs.	Section 3.9.1

### 3.2 Assessment Delivery and Management Platform (ADAM) Setup

LTCs and STCs must ensure all data and information for the LEA and school are properly configured in DC CAPE Assessment Management Platform, the management system for online and paper testing. The following sections provide guidance on the tasks for the setup of Assessment Delivery and Management Platform (ADAM).

#### 3.2.1 Student Registration and Accommodations Registration File (ARF)

Review the ARF training module and guidance documents before registering your students to ensure that the student registration data load successfully.

	In order to receive test materials, including paper-based accommodated test materials, and Human Reader Scripts, Test Coordinators must note any paper accommodations in the ARF by the order deadline and place paper materials order in ADAM to receive shipment of test materials.
	For order quantities to be approved, Test Coordinators must ensure that all student data in Assessment Delivery and Management Platform (ADAM) is accurate and matches quantity requested. This includes that students are identified with the appropriate tags for Accommodations and Tests.

OSSE will upload the student rostering data to ADAM. LTCs and STCs will upload the ARF to ADAM. The imports will include registration for students in all testing grades.

#### 3.2.2 Assign and Update User Roles

LTCs accounts will be automatically created through a user import. LTCs will be responsible for adding users through the user import file who need to make updates in the Assessment Delivery and Management Platform (ADAM). Users will have different levels of access depending on the user roles they are assigned. A user can only create a user with a role below them, if a user needs the same role, the LTC will have to create the role.

#### 3.2.3 Create and Manage Proctor Groups (For Computer-Based Testing Only)

Proctor groups are groupings of students who will take the same test at the same time and place. Test Administrators are the staff members conducting the administration of the assessment. Use the following naming convention for the proctor group name and Test Administrator in Assessment Delivery and Management Platform (ADAM).

Naming Convention	Sample Code
SUBJECT.grade/course.TAinitials.regular(R)/makeup (M)	ELA.04.AB.R
Lastname.Firstname	Doe.Jane

If one school has two Test Administrators with the same initials, the naming convention for the session name will also include a numeral after their initials to differentiate between Test Administrators at that school (e.g. SCI.05.JD1.R, ELA.03.JD2.R, MATH.ALG1.JD3.M, etc.).

For high school math courses use “MATH” followed by “ALG1” for Algebra I, “ALG2” for Algebra II, and “GEO” for Geometry in place of the grade level. For high school science, use “SCI.BIO...” as the beginning of the naming convention for Biology proctor groups. All ELA assessments, including high school assessments, will be coded “ELA” followed by the grade of the assessment.

In DC CAPE Assessment Management Platform proctor groups, STCs may need to view or edit proctor group details (e.g., add, remove, or move students) Proctor groups will also be used to generate and print student testing tickets.

### 3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

To ensure students have the correct accessibility features and accommodations before test session begins, follow the process below:

1. Register students for testing using the ARF Import or User Interface.
  - All ARF information must be included in the upload for students needing accessibility features and accommodations.
2. Run the ARF/Accommodations for Student Tests operational report and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations.
3. Confirm proctor group setup and add students.
4. Verify form assignments (for form-supported accommodations). Select students, export selected users.
  - In Assessment Delivery and Management Platform (ADAM), select **Users > Orgs**.
  - Filter based on Accommodation to verify users have proper accommodations.

Prior to testing, it is a best practice to review your school’s student registration/ARF data loaded in Assessment Delivery and Management Platform (ADAM) and form assignment within proctor groups. Once a student starts a test with the incorrect ARF form assignment, the task of correcting the ARF form assignment requires actions that can only be taken by OSSE. If accommodations are not assigned correctly and the student completes testing, the score may be invalidated. For more information on available accommodations, see the *AF&A Manual* and Section 6.2 of this manual.

### 3.2.5 Managing Testing for Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. In the event of a student transfer, student registration information will be updated in ADAM via nightly upload.

Whenever possible, it is recommended that students complete testing at the original school before transferring. Transferring student tests and registrations will require communication with OSSE and coordination between schools.

	<p>Students will resume their tests in TestNav at the new school.</p>
	<p>Test Coordinators should contact OSSE for procedures on securely transferring test booklets and answer documents or testing using a new test booklet and answer document.</p>

### 3.3 Develop a Test Administration Plan

#### 3.3.1 Training Plan

STCs are responsible for training all School Technology Coordinators, Test Administrators, Proctors, and all other staff with access to secure materials. Training attendance must be documented and kept in the school test security file. An effective training plan will familiarize all school staff with their individual responsibilities and OSSE Test Security policies listed under Section 2.0. The STC will:

- Explain chain of custody requirements.
- Distribute and/or provide links to the *Test Administrator Manuals* to Test Administrators before this meeting.
  - Manuals are available at <https://dc.mypearsonsupport.com/admin-resources>.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. A script-only document, as well as translated scripts, are available at <https://dc.mypearsonsupport.com/admin-resources>.
- Show and discuss the Test Administrator training modules found at [dc.mypearsonsupport.com/training-modules](https://dc.mypearsonsupport.com/training-modules) or direct them to this location for viewing at their convenience.
- Ensure applicable staff receive administration and technical updates on [dc.mypearsonsupport.com/technology-setup](https://dc.mypearsonsupport.com/technology-setup).

	<p>Ensure Technology Coordinators are trained on the technology setup resources at <a href="https://dc.mypearsonsupport.com/technology-setup">dc.mypearsonsupport.com/technology-setup</a>.</p>
	<p>Ensure all relevant staff understand their user roles in Assessment Delivery and Management Platform (ADAM) and how to complete tasks (as applicable).</p>
	<p>Ensure all relevant staff are familiar with tutorials and practice tests.</p>
	<p>Indicate how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.</p>

#### 3.3.2 Security Plan

STCs must develop a security plan for their school. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches.
- Establish and document the chain of custody of test materials (described in Section 2.1).
  - Ensure that test materials are accounted for at all times before, during, and after test administration.
  - Chain of Custody Form templates are available at [dc.mypearsonsupport.com](https://dc.mypearsonsupport.com) and in **Appendix H**.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Technology Coordinators, Test Administrators, and Proctors have received necessary materials and training for successful, secure administration of the DC CAPE assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration (described in Sections 5.1.2 (CBT) and 5.2.3 (PBT)).

**Note:** Failure to implement an effective security plan may result in test invalidations.

### Security Agreement

Before testing, all staff (e.g., LTCs, STCs, Test Administrators, Proctors, observers) with access to secure test materials or testing environments should receive the Test Integrity and Test Security Notification Statement, available as Appendix B of this manual, and on OSSE's website at <https://osse.dc.gov/service/test-security-and-test-integrity-information-and-documents>. Schools are required to maintain a list of individuals who received the Test Security and Test Integrity Notification Statement in their test security file for a minimum of 4 years.

### 3.3.3 Prepare the Testing Environment

When choosing testing locations, STCs should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good and working condition.

Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings.

When preparing testing environments, make sure to follow your school/LEA's health and safety protocols.

To maintain security in a computer-based testing environment, OSSE suggests the following ideal configurations for seating students:

- Seat students in every other seat.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a semicircle.
- Seat students in widely spaced rows or in every other row.

If an ideal appropriate seating configuration is not possible, physical and visual barriers between testing devices should be used to prevent students from viewing other monitors. Schools may already have one or more of the following materials available that can be adapted for this purpose:



- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

In the event that a laptop or other modular devices are used, they must be monitored and may NOT be removed from the test setting during test session.



### 3.4 Meet with Technology Coordinators

Meet with your school's Technology Coordinator to explain the procedures for the DC CAPE assessments, the training administration (previously infrastructure trial) that will need to be made at your school, and the level of technical support that your school may need from this individual during testing. These meetings should include but are not limited to the following tasks:

- Review resources available for preparing for computer-based testing, including training modules and the technology set-up page available on [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).
- Review the technology specifications for testing and discuss your school's technology readiness. **IMPORTANT:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Create ADAM user accounts for technology coordinators.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinator remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss your school's security plan, including creating and maintaining a secure testing environment.
- Review the Test Integrity and Test Security Notification Statement.



### 3.5 Complete Technology Setup

#### 3.5.1 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a testing device should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications. These will cause TestNav to close.
- If using tablet devices, determine whether the school will use external keyboards (which are highly recommended). The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see Section 3.9.1).

Maximize the number of wireless access points, and limit the number of testing devices per wireless access point. Positioning testing devices as close as possible to wireless access points is preferable, as well as limiting obstructions between testing devices and wireless access points.

**Note:** Refer to the technology set-up page on [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com) for more information.

### 3.5.2 Prepare Test Administrator Testing Devices

Test Administrators will require a computer or device that meets the DC CAPE Assessment Management Platform system requirements in the testing environment to start, monitor, and manage proctor groups in Assessment Delivery and Management Platform (ADAM). Position the Test Administrator computer in a location where all students can be seen while monitoring student testing statuses. Set up testing computers or devices so that the URL shortcut for Assessment Delivery and Management Platform (ADAM) is available.

**Note:** Cellular devices may not be used as testing devices.

### 3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling proctor groups. If applicable, check with your LEA Test Coordinator to determine whether the LEA has more specific requirements for testing dates and times. Sections must be administered in order, with the exception of make-up testing.

### 3.7 Schedule Tutorials and Practice Tests

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that STCs develop a plan to provide students with an opportunity to become familiar with the assessments using the tutorials and practice tests available online at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com). Tutorials familiarize students and educators with the items types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav that will be used for the assessments. Practice tests provide a similar testing experience for each grade and content area. In addition, answer keys are available, and for the ELA/L assessments, the writing rubrics are available for each grade level. Practice Tests are available on [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

During the test, Test Administrators will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during tutorials and practice tests. LEAs and schools may set their own schedules, but the tutorials and practice tests should be administered on a separate day before the assessments are administered. Note, there may be changes in TestNav from year-to-year. Therefore, it is important to administer the current tutorials and practice tests each year, so that students have an opportunity to practice with any new functionality.

Schools should also strongly encourage teachers to familiarize students with the ELA/L scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on ELA/L assessments will be scored. These scoring rubrics can be found at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

### 3.8 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the DC CAPE assessments, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school's security plan and emphasize the following:
  - Chain of custody requirements
  - How to report testing irregularities and security breaches
  - Policies on testing time
  - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review DC CAPE policies and procedures, and emphasize the following:
  - Test Administrators must use timing boxes.
  - Test Administrators may post "Go On" and "Stop" signs as visual cues for students at the start of testing (a copy of the sign is available in the *TAMs*).
  - Test Administrators and Proctors shall NOT comment on any student work at any time.
  - Test Administrators and Proctors shall NOT help students in any way except to clarify the general instructions or provide directions as specified in the *TAMs*.
  - Clarify the types of questions from students Test Administrators can answer during testing.
  - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
  - All test items and all student responses, including student work on scratch paper, in the DC CAPE assessments are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
  - Procedures for breaks
  - Calculators
  - Mathematics tools
  - Procedures for students who finish early, including allowable materials for students after testing
  - Procedures for dismissing ill or disruptive students
  - Escalation protocol for technical issues on testing day
- Review accessibility features and accommodations that will be available in the DC CAPE assessments.
- Ensure that Test Administrators who will administer accessibility features or accommodations that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Administrators and Proctors with their assigned group of students for testing.
- Provide a copy of the testing schedule to Test Administrators and Proctors, and explain how it will be implemented for your school.
- Explain that some mathematics sections include a non-calculator and a calculator part and that testing time includes both parts.
- Inform Test Administrators and Proctors of your school's procedures for make-up testing.
- Review the Test Integrity and Test Security Notification Statement.



Ensure that Assessment Delivery and Management Platform (ADAM) user accounts for Test Administrators have been created before testing and review tasks as needed.



Review common TestNav errors and how to resolve them.



## 3.9 Organize Test Materials for Computer-Based Testing

LTCs and STCs are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access. All secure test materials should be handled according to the DC Testing Integrity Act. Secure materials may be removed from shrink wrap up to 5 business days prior to the beginning of testing to inventory materials and apply ID labels. Sign in and out of all secure test materials using the OSSE Chain of Custody form or an LEA-specific equivalent is required.



### 3.9.1 Secure and Nonsecure Computer-Based Test Materials

The STC must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed to and collected from Test Administrators include:

- **DC CAPE-supplied materials (printed from Assessment Delivery and Management Platform (ADAM) at the LEA or school)**
  - Student testing tickets
  - Section Seal Codes (from Proctor Dashboard for each proctor group on ADAM)  
Note: Each proctor group will have the same unique seal code per section
- **Vendor-shipped DC CAPE materials:**
  - *TAMs* - This is optional at the LEA level.
  - Accommodated Paper-Based Forms
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the section, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (if using hand-held calculators; see Calculators section for more information)
  - Mathematics tools (see Mathematics Tools for Administration section for more information)

- Mathematics reference sheets (may be printed locally; see Mathematics Tools for Administration section for more information)
- Testing devices that meet the minimum technology specifications (**Note:** A student should NOT supply their own device for testing.)
- Headphones (see Headphones section for more information)
- Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- “Testing — Please Do Not Disturb” sign to post on the doors of the testing rooms (a copy of the sign is available in the *TAMs*)
- Computer or tablet for Test Administrators if they are managing proctor groups

## Calculators

Calculators are permitted on some sections and parts of the grades 6–8 and high school mathematics assessments.

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may only use four-function calculators with square root and percentage functions for all calculator sections.
- For grade 8, students may only use scientific calculators for all calculator sections.
- For high school mathematics assessments, students may only use graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator sections.
- For science, students are allowed to use a four-function calculator with square root and percentage functions.

For mathematics and science computer-based testing, the calculator will be available through the testing platform. In order to provide comparability across schools, students must only use calculators that are allowable for their grade/course assessment. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

LEAs or schools may provide students with hand-held calculators during calculator sections of mathematics sections. LEAs or schools should make this determination based on what is regularly used during instruction. If LEAs or schools choose this option, LEAs will determine who is responsible for providing hand-held calculators (e.g., school, student).

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during DC CAPE assessments.
- Students are NOT allowed to share calculators with another student during a test sections.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.

- If LEAs or schools permit students to bring their own hand-held calculators for DC CAPE assessment purposes, STCs or Test Administrators must confirm that the calculators meet DC CAPE requirements as defined above.

For students who meet the guidelines in the *AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any mathematics assessment. If a student needs a calculator as part of an accommodation in a non-calculator part, the student will need a hand-held calculator because an online calculator will NOT be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring their own, provided it is specified in their approved IEP or 504 plan. For more clarifications and complete guidance, refer to Section 3 (4D and 4E) of the *AF&A Manual* and the Calculator FAQ's under the Calculator Policy at <https://dc.mypearsonsupport.com/admin-resources>.

### Mathematics Tools for Administration

The tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are provided tools (see Table 3.0).
- **Paper Copies of Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students in grades 5–8 and high school through the testing platform in the tab called “Exhibits.” However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
  - The printed copies must be approved mathematics reference sheets, available at [dc.mypearsonsupport.com](https://dc.mypearsonsupport.com).
  - The copies must be free of any writing or notes.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that section.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics and Geometry assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

**Table 3.0 Rulers and Protractors for Computer-Based Testing**

Grade(s)/Course(s)	Provided
Grade 3	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{4}</math> inch)</li> </ul>
Grades 4–7	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{8}</math> inch, 1 cm)</li> <li>Protractor</li> </ul>
Grades 8	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{8}</math> inch, 1 cm)</li> </ul>
Algebra I, Geometry, Algebra II	–

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the STC or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at <https://dc.mypearsonsupport.com/admin-resources>.

### Headphones

Headphones are needed for students who receive the text-to-speech accommodation for ELA/L assessments or the text-to-speech accessibility feature for mathematics or science assessments. Headphones are also **required** for ELA/L multimedia passages for all students. Note that any multimedia for science assessments **do not contain sound**.

Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones for this purpose, Test Administrators are responsible for ensuring that the headphones are NOT plugged into any device.

**Note:** Students can adjust the volume level within TestNav at any point in the section. All external programs on all testing devices should be closed prior to student login and not running in the background.

### Human Reader Scripts

Schools will place orders to receive paper copies of Human Reader scripts for students registered to take mathematics or science assessments with the Human Reader accessibility feature. These secure documents are **required** to be used when providing a Human Reader accessibility feature for mathematics or science. Human Reader scripts must be returned to Pearson at the end of testing.

These scripts are necessary for the completion of testing and are considered secure materials. If students were not properly registered prior to the deadline, Test Coordinators must place an additional order for these materials. Refer to Section 3.10.4 for guidance on placing materials orders. Be sure to select “CBT Reader Scripts” from the Item Description drop-down under **Create Order** in Orders menu.

## 3.10 Organize Test Materials for Paper-Based Testing

LTCs and STCs are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Test materials will be automatically generated through the ARF, provided the state deadline for completion of this document is met. Secure materials should be kept in a centrally located, locked storage with limited access. All secure test materials should be handled according to the DC Testing Integrity Act. Sign in and out of all secure test materials using a chain of custody form is required.

### 3.10.1 Secure and Nonsecure Paper-based Test Materials

The STC must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed to and collected from Test Administrators include:

- **Vendor-supplied DC CAPE materials**
  - Test booklets
  - Answer documents (grades 4–high school)
  - Mathematics reference sheets (grades 5–8 and high school)
  - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
  - *TAMs*
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
 

**Note:** Mechanical pencils must NOT be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the section, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (see Calculators section for additional information)
  - Mathematics tools (see Mathematics Tools for Administration section for additional information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
  - “Testing — Please Do Not Disturb,” “Go On” (PBT only), and “Stop” (PBT only) signs to post on the doors of the testing rooms or the board (a copy of the sign is available in the *TAMs*)

## Calculators

- For Math Assessments
  - For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
  - For grades 6–7, students may use only four-function calculators with square root and percentage functions for all calculator parts.
  - For grade 8, students may use only scientific calculators for all calculator parts.
  - For high school mathematics assessments, students may use only graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator parts.
- For science, students are allowed to use a four-function calculator with square root and percentage functions for all sections.

Students must only use calculators that are allowable for their grade/course assessment. Allowing for the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

During sections that are comprised of both a non-calculator part and calculator part, students will be prompted to raise their hand to ask for a calculator if this option applies.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during assessments.
- Students are NOT allowed to share calculators with another student during a test section.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.

For students who meet the guidelines in the *AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator sections of any mathematics assessment. If a student needs a specific calculator (e.g., large key, talking), the student may also bring their own, provided it is specified in their approved IEP or 504 plan.

Depending on the content of the question, students taking high school assessments may have to change the mode from radians to degrees or vice versa. To switch a calculator from radians to degrees, students must: 1) Select the “MODE” button near the top of the online TI-84 graphing calculator, 2) Go down to the row of the online TI-84 calculator that has “RADIAN DEGREE,” and 3) Select “DEGREE” by arrowing over to “DEGREE” and selecting “ENTER.”

For additional guidance, see the the Calculator FAQ's under the Calculator Policy at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

## Mathematics Tools for Administration

The tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** Required rulers and protractors for paper-based assessments will be provided at certain grade levels, as outlined in Table 3.1.

- Required tools will be included in the shipment of materials.
- Students are not permitted to use outside rulers or protractors if these tools are provided for use on their grade level assessment.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments for grades 5–8 and high school.
  - The copies must be free of any writing or notes. Do NOT distribute copies with student writing.
  - If additional copies are needed, schools may either locally print the approved copies available at [dc.mypearsonsupport.com](https://dc.mypearsonsupport.com) (recommended) or order them through Assessment Delivery and Management Platform (ADAM).
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that section.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics and Geometry assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

**Table 3.1 Rulers and Protractors for Paper-Based Testing**

Grade(s)/Course(s)	Provided	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{4}</math> inch)</li> </ul>	—
Grades 4–7	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{8}</math> inch)</li> <li>• Protractor</li> </ul>	—
Grade 8	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{8}</math> inch)</li> </ul>	<ul style="list-style-type: none"> <li>• Protractor</li> </ul>
High School (Algebra I, Geometry, Algebra II)	—	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Protractor</li> </ul>

BEFORE  
Testing

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the STC or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at <https://dc.mypearsonsupport.com/admin-resources>.

### 3.10.2 Receive, Document, and Store Materials

Test booklets and answer documents are shrink-wrapped separately and packed in boxes, clearly labeled with the school's name, and shipped to the STC.

Each day before and after test administration, both scorable and nonscorable test materials must be stored in a secure location, and daily distribution and collection must be documented using the Chain of Custody Form (refer to Section 2.1). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and School Secure Materials Inventory from box 1.
- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify the LTC if additional materials are needed. Place the Test Coordinator Kit, and all of its contents, in a secure location to be retrieved after the completion of testing. The kit contains the following items:
  - Resealable plastic bag (holds all materials)

- Paper bands for bundling and returning scorable test booklets (grade 3) and scorable answer documents (grades 4–high school)
- Pearson Return Labels for **scorable** materials (Scorable and nonscorable labels will be different colors.)
- Pearson Return Labels for **nonscorable** materials (Scorable and nonscorable labels will be different colors.)
- UPS Ground Return Labels for **scorable** materials
- UPS Ground Return Labels for **nonscorable** materials
- Student Roster
- Pearson Return Instructions Sheet
- Shipping Carrier Return Instructions
- Follow all school health and safety protocols.

- Count the materials received to verify that the quantities listed on the school packing list and Secure Materials Inventory were shipped as indicated, and also that there is an adequate number of *Test Administrator Manuals*, test booklets, answer documents (for grades 4–high school), and any needed accommodated materials for students in the school. After verifying the receipt of all secure materials, the STC must sign the Secure Materials Inventory form, and store with records. Schools will be provided a five percent overage of these testing materials. If additional materials are needed, submit an additional order through ADAM. Additional orders will be approved by OSSE. Schools will receive an approval or a response within 2 business days of additional order submission on ADAM.
  - One *Test Administration Manual* will be provided for every 25 students registered in ADAM. Additional orders for Test Administration Manuals are not permitted. Test Administration Manuals can be found at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com). If an LEA opts-out of receiving paper testing manuals, all manuals can be found at <https://dc.mypearsonsupport.com/admin-resources>.
- Record on the Secure Materials Inventory if the secure materials are scorable or nonscorable. Sign the Secure Materials Inventory form and store with your records.
- Ensure that any missing or damaged test booklets and answer documents are replaced. If additional materials are needed, submit an additional order through ADAM.
- Keep all test materials in locked storage with limited access until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to the STC for secure storage immediately after testing using the Chain of Custody Form. Note: certain accommodations allow Test Administrators to have access to and review secure materials no more than two days prior to test administration. See guidance in the *DC CAPE AF&A Manual* for these exceptions.
- Remind Test Administrators that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered for returning materials when testing is complete.
- Report the following occurrences immediately to Pearson using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - Non-receipt of any packages of test booklets or answer documents listed on the School Packing List
  - Discovery of a damaged test booklet or answer document
  - Discovery of missing or duplicate sequence numbers on any test booklets or answer documents. Barcodes for test booklets are on the front cover in the lower right-hand corner.
  - Shipment status can be checked on [ltr.adamexam.com](http://ltr.adamexam.com) under **Orders>Shipment Tracking**.

### 3.10.3 Account for Damaged Test Booklets and Answer Documents (For Paper-Based Testing Only)

Review your shipment for damaged materials. Return damaged test booklets and answer documents with all other nonscorable materials.

During testing, if a student discovers a damaged test booklet or answer document, give the student a replacement test booklet or answer document. When the student completes all sections, follow the directions for transcription in Section 5.2.2. Grid all student demographic information on the replacement test booklet (grade 3) or answer document (grades 4–high school). Then follow instructions in Section 5.2.2 for “Do Not Score” booklets (grade 3) and answer documents (grades 4–high school).

### 3.10.4 Materials Orders

Test Coordinator and Test Administrator Manuals orders will be automatically placed and sent based on enrollment counts. All other accommodated materials orders will need to be placed by school personnel.

Ordering accommodated materials is a two-step process:

1. Orders are created, edited, or canceled by a user having either the LEA Test Coordinator or School Test Coordinator role.
2. Orders are approved by OSSE.

Accommodated materials orders may be placed by submitting an order through the **Orders** tab in ADAM. This page can also be used to track orders placed by your organization.

Be sure to review orders carefully. Once an order is approved, plan for up to five business days for orders to arrive.

For a detailed list of materials that are included in accommodated kits, see Section 6.2.



- If you have students requiring paper-based accommodated test materials or Human Reader scripts, their ARF must be completed before placing the accommodated materials order.

BEFORE  
Testing

### 3.10.5 Organize Materials

#### Hand Grid Demographic Pages

All information on the student demographic data grid must be marked on the test booklet (grade 3) or answer document (grades 4–high school) using a wooden No. 2 pencil.

**Table 3.2 Instructions for Hand Gridding Demographic Pages  
(complete all fields)**

Box	Description	Instructions
<b>A</b>	Student Name, School Name, District/LEA Name	Test Administrators will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or district name and are not required to do so.
<b>B</b>	Student Name	<p>Using the student's legal name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.</p> <p>Print the student's first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.</p> <p>Print the first letter of the student's middle name in the box under the section for "MI." Leave the box blank if the student does not have a middle name.</p> <p>Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes at the end of their name, fill in the empty bubbles at the top of the column.</p>
<b>C</b>	Student ID labels	If a school does not have a pre-printed student ID label, this box should remain blank.
<b>D</b>	Gender	Fill in the bubble that corresponds to the student's gender.
<b>E</b>	Date of Birth	Fill in the bubbles for the Day, Month, and Year for the student's date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by "Mar" in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column.
<b>F</b>	State Student Identifier	Enter the student's State Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified).

### 3.11 Finalize Preparations for Computer-Based and Paper-Based Testing

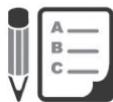
Before testing, STCs must confirm the following tasks have been completed:

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent cheating.
- Ensure testing rooms are clear of all instructional displays (refer to Section 2.3 for prohibited materials).
- Prepare to distribute testing materials to Test Administrators.

For computer-based testing, STCs must also:

- Confirm that all the testing devices meet the requirements needed to administer the computer-based tests.
- Confirm that headphones are available for every student taking computer-based tests for ELA/L or accommodations/accessibility purposes only. Note that multimedia for science assessments do not contain sound.
- Print student testing tickets.
- Create proctor groups in Assessment Delivery and Management Platform (ADAM).
- Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form.





For paper-based testing, STCs must also record all test materials (with security numbers listed on the secure documents) in chain of custody documentation in preparation for hand-off to Test Administrators on testing day.

### 3.11.1 Steps to Complete Prior to Testing

- User import
- Accommodations Import
- Test assignment tagging
- Create proctor group import
- Submitting additional orders
- Monitoring tests in proctor dashboard
- Considerations for make up testing
- Post testing activities

**Note:** Refer to the *Quick Reference Guides* on [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com) for additional information and steps.

### 3.12 Meet with Students

Prior to testing, it is recommended STCs meet with students to review the following information:

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., headphones, hand-held calculators, recreational book for after testing)
- Policy that making calls, texting, taking pictures, and browsing the internet are NOT allowed in the testing environment
- Any local school procedures during testing (i.e., procedures for breaks)

## 4.0 DURING Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days. Section 4.1 provides directions for schools administering computer-based testing and Section 4.2 provides directions for schools administering paper-based testing. Some or all tasks in these sections may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA.

### 4.1 Computer-Based Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) during testing days. Section 4.1.1 contains the checklist for all activities related to computer-based testing while Sections 4.1.2–4.1.6 contain specific details for tasks during testing.

#### 4.1.1 Checklist of Tasks for Test Coordinators to Complete DURING Computer-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

LTC	STC	TC	Task	Reference
<b>Day of Testing</b>				
	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that Test Administrators have a computer or tablet available.	Section 3.5
	<input type="checkbox"/>		Distribute test materials to Test Administrators.	Section 3.9
	<input type="checkbox"/>		Manage proctor groups in Assessment Delivery and Management Platform (ADAM).	Section 4.1.2
	<input type="checkbox"/>		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.1.4
	<input type="checkbox"/>	<input type="checkbox"/>	Investigate all testing irregularities and security breaches and follow state policy for reporting these incidents.	Section 2.2
	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
	<input type="checkbox"/>		Schedule and supervise make-up testing.	Sections 3.6.2 and 4.1.5
	<input type="checkbox"/>		Create make-up proctor groups in Assessment Delivery and Management Platform (ADAM).	Section 4.1.5
		<input type="checkbox"/>	Respond to all technology-related issues.	Section 4.1.3
	<input type="checkbox"/>		Collect materials from Test Administrators.	Section 4.1.5

#### 4.1.2 Managing Proctor Groups in Assessment Delivery and Management Platform (ADAM) (Day of Testing)

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to Assessment Delivery and Management Platform (ADAM) and check accommodated form assignments. After a session is started, Test Administrators (referred to as “proctors” in ADAM) can monitor the real-time status of students by refreshing their browsers. Table 4.0 describes the possible statuses for a student during each section.

**Table 4.0 Student Statuses in DC CAPE Assessment Management Platform**

Status	Description
Not Started	The student has not yet signed in to the test.
In Progress	The student has signed in to the test. No action is needed by the proctor.
Paused	Not applicable for DC CAPE Assessments. Status will show on proctor dashboard progress bar, but students will not be in this status.
Exited	Student has exited the test and needs to be reseated before continuing the test.
Reseat	The proctor has reseated the student(s). The student has not yet signed back in to the session. No action is needed by the proctor.
Needs Attention	Not applicable for DC CAPE Assessments. Status will show on proctor dashboard progress bar, but students will not be in this status.
Submitted	The student has completed the test and submitted their answers.

**Note:** If a student has been assigned a test without their proper accommodation, every session must be marked complete and the entire test must be voided. Contact OSSE for information about marking a test complete or voiding a test.

**Note:** Ensure students testing in person do not have any programs or apps running prior to launching TestNav. These programs may interrupt testing or cause a testing irregularity or security breach.

#### 4.1.3 Technology Tasks DURING Testing

##### Troubleshooting Computer-Based Testing

Technology Coordinators or their designee should be on hand to help address any technology issues. They should be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed:

- If a student has the wrong form assignment for accommodated testing (refer to Section 4.1.4)
- If a student exits TestNav (either unintentionally or intentionally)

If a student exits TestNav (either unintentionally or intentionally) before completing a test:

- Verify that TestNav is shut down for the student.
- The student's test will resume from the point at which the test was interrupted.
- The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Technology Coordinators are permitted to have cell phones in the testing environment to contact the Pearson Customer Support Center when troubleshooting guidance is needed. However, Technology Coordinators must NOT take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at [dc.mypearsonsupport.com/technology-setup](http://dc.mypearsonsupport.com/technology-setup).

DURING Computer-Based Testing

#### 4.1.4 Monitor Test Activity and Maintain Test Security

The LEA Test Coordinator or the STC must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. STCs must be available during testing to answer questions from Test Administrators and Proctors. LEA Test

Coordinators must monitor reports of testing irregularities and security breaches and ensure that STCs submit incident reports to OSSE in appropriate situations.

STCs must ensure that during each section of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct section and part (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, Test Administrators may help students log in if issues arise.

#### 4.1.5 End-of-Section Tasks

##### Collect Materials

Immediately after each section in each grade/course is completed, collect the test materials listed below from Test Administrators.

- Student testing tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed mathematics reference sheets for grades 5-high school (if printed locally, refer to Section 3.9.1 for more information)
- Any additional secure testing materials

At the end of each day of testing, ensure all materials from the DC CAPE assessments have been returned to the locked storage area.

##### Ensure TestNav Logout Sections/Parts

As students complete each section, Test Administrators will use the instructions at the end of the administration script or in the *TestNav Login and Logout Instructions* (available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com)) to help students log out of TestNav. Test Administrators may provide navigational guidance as students click through the log out steps and may reference a printed copy of the TestNav Login and Logout Instructions during testing.

Test Coordinators may check to ensure all students have logged out of TestNav by reviewing student statuses on the **Test Management > Administrations** page in Assessment Delivery and Management Platform (ADAM). Students logged in to TestNav will appear in **In Progress** status. Those student testing devices should be checked to make sure TestNav has been exited after testing.

##### Administer Make-Up Testing

If a student is NOT tested during the regular administration, they may be moved into a new make-up proctor group in Assessment Delivery and Management Platform (ADAM). However, if the student will rejoin the regular administration for any remaining sections, it is recommended that you leave that student in the original proctor group in Assessment Delivery and Management Platform (ADAM). For students taking a make-up test, unlock the appropriate section in Assessment Delivery and Management Platform (ADAM) to allow the student to log in to the missed section. The proctor group should not be stopped until all students in the proctor group have completed testing. Refer to the *Make-Up Testing Directions for Computer-Based Testing* document available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com) for additional information on make-up testing.

Multiple proctor groups and/or sections may be tested at once according to the directions in *Testing Multiple Grades Guidance* at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com) as long as the testing times and administration scripts are the same.

**Note:** Make-up proctor groups must reflect the original proctor group (e.g., a proctor group with a Human Reader will need a make-up proctor group with a Human Reader).

## 4.2 Paper-Based Testing

This section describes activities for the School Test Coordinator (STC) during testing days. Section 4.2.1 contains the checklist for all activities related to paper-based testing while Sections 4.2.2–4.2.5 contain specific details for tasks during testing.

### 4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Paper-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

LTC	STC	Task	Reference
<b>Day of Testing</b>			
	<input type="checkbox"/>	Distribute test materials to Test Administrators.	Section 3.10
	<input type="checkbox"/>	Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.2.2
<input type="checkbox"/>	<input type="checkbox"/>	Investigate all testing irregularities and security breaches and follow state policy for reporting these incidents.	Section 2.2
<input type="checkbox"/>	<input type="checkbox"/>	Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.2.2
	<input type="checkbox"/>	Schedule and supervise make-up testing.	Sections 3.6.2 and 4.2.4
	<input type="checkbox"/>	Follow the protocol for contaminated or damaged test materials, and refer to state policy for reporting these incidents.	Section 4.2.3
	<input type="checkbox"/>	Collect materials from Test Administrators and ensure all test booklets and answer documents have a student name and/or student ID label.	Section 4.2.4

### 4.2.2 Monitor Test Activity and Maintain Test Security

The LEA Test Coordinator, or the STC, must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. LTCs must also monitor reports of testing irregularities and security breaches and ensure that STCs follow procedures for reporting such events.

STCs must be available during testing to answer questions from Test Administrators and Proctors. STCs must ensure that during each section of the test, TAs and Proctors walk around the room and check that students are working in the correct section and part (if applicable).

In addition, ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features. Remember, the Human Reader script must be used if a human reader is administering the mathematics or science assessments, and Human Reader scripts are secure test materials.

### 4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

#### Contaminated Test Materials

If any test materials (e.g., test booklets, answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document), the following procedures must be followed.

1. The Test Administrator must immediately:
  - a. Stop testing for the student or group, as needed.
  - b. Record the amount of time remaining.
  - c. If possible, record the item number and page number where the student stopped testing.
  - d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable, plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the test section prior to the disruption. Testing may then resume.
  - a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), the Test Administrator must provide the student with a new test booklet or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
  - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–high school), the student must be given the opportunity to retake those sections using a replacement test booklet and answer document during make-up testing. Contact OSSE for further guidance if necessary.
4. After testing is complete, the STC must:
  - a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grades 4–high school) prior to returning it.
  - b. Record the security barcode number of the contaminated test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - c. Record the security barcode number of the replacement test booklet or answer document on the Chain of Custody Form.
  - d. If applicable, transcribe the completed response from the contaminated test booklet or answer document into a replacement one.
    - i. Follow the guidelines for transcribing student responses in Section 5.2.2.
    - ii. Return the replacement test booklet to Pearson along with the rest of the scorable materials.
  - e. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated material to Pearson.
  - f. Compile a list of contaminated test booklets and answer documents and maintain it in the school test security file.
5. The STC must notify OSSE and LEA Test Coordinator as soon as reasonably possible.

## Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement test booklet or answer document.
  - a. Answers must be transcribed following the guidelines for transcribing student responses in Section 5.2.2.
  - b. The STC must immediately notify the LEA Test Coordinator and OSSE.
2. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document.
3. After testing is complete, the STC must:
  - a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grade 4–high school) or fill out the data grid completely.
  - b. Record the security barcode number of the replacement test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - c. Return the replacement test booklet or answer document to Pearson along with all other scorable materials.
  - d. Pack the damaged test booklet or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).
  - e. Compile a list of all damaged test booklets and answer documents and maintain it in the school test security file.

### 4.2.4 End-of-Section Tasks

#### Collect Materials

Immediately after each section in each grade/course is completed, collect the test materials listed below from Test Administrators.

- All used and unused test booklets (Ensure all test booklets have a student name written on them.)
- All used and unused answer documents for grades 4–high school (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- Supplied mathematics reference sheets, rulers, and protractors
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer.)
- Any additional secure testing materials

Follow all chain of custody procedures. At the end of each day of testing, ensure all materials from the assessments have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing; if materials are missing, the LTC should complete the Form to Report Contaminated, Damaged, or Missing Materials available in Appendix E and submit it to Pearson and to OSSE.

#### Administer Make-Up Testing

Students who are NOT tested on the regular administration date due to a temporary illness or other excused absence should be tested during the make-up testing period. For guidelines, refer to Section 3.6.2.

## 4.3 Procedures for Testing Irregularities (Day of Testing)

### 4.3.1 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. If a student is disruptive during testing, STCs may relocate the student to complete the test in a location where they will not disturb others, if such a location is immediately available and meets all other testing environment requirements. Any instances of moving students during testing due to student disruption should be documented as a testing irregularity, and particular attention should be paid to testing time. Please note that testing time may not be stopped or extended due to behavioral issues unless the student has a pre-identified extended time accommodation. If a student is relocated for testing, the new testing location and name of the Test Administrator should be documented and kept in the school test security file.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials. The school or LEA must submit an incident report to OSSE within 24 hours of the event.

### 4.3.2 Item Irregularities During Testing

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, use the following steps:

- For computer-based testing  : If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining item by contacting their Technology Coordinator or by using troubleshooting guidance available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com). If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or STC should call the DC CAPE Support Center to report the issue.
- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the test.
  - Note the content area, course/grade level, item number, test format (online or paper), and a brief description of the issue and provide that information to the STC to complete an incident report for OSSE. Actual wording from the question should never be included either verbally or in writing.
- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

### 4.3.3 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event that there is a building evacuation, lockdown, or school closure that occurs **before** the start of a section, follow the protocol outlined below:

- Proceed with testing only if the section can be completed that day.
  - If the section cannot be completed, schedule the section during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.

In the event that there is a building evacuation, lockdown, or school closure that occurs **during** the section, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the section can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the section:
  - Test Administrators must inform students how many minutes remain in the section.
  - Test Administrators must write on the board the updated start time and stop time of the section.
- Submit an incident report to OSSE documenting the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.

## 5.0 AFTER Completion of ALL Testing

### 5.1 Computer-Based Testing

#### 5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA. Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

LTC	STC	Within One Week of Final Test Section	
	<input type="checkbox"/>	Destroy scratch paper written on by students and DC CAPE-supplied mathematics reference sheets written on by students.	Section 5.1.2
	<input type="checkbox"/>	Destroy all printed student testing tickets.	Section 5.1.2
	<input type="checkbox"/>	Recycle <i>Test Administrator Manuals</i> , blank or unused scratch paper, and unused DC CAPE-supplied mathematics reference sheets.	Section 5.1.2
	<input type="checkbox"/>	Complete the Test Integrity and Test Security Affidavit.	Section 5.1.4
	<input type="checkbox"/>	Keep records in your school test security file for four years.	Section 5.1.5

#### 5.1.2 Collect and Organize Materials

##### Secure Materials

Immediately after the final section is administered, collect the test materials listed below from Test Administrators.

##### Materials to be securely destroyed

The LEA Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper written on by students during testing
- Printed mathematics reference sheets written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., Assessment Delivery and Management Platform (ADAM) generated reports or any school rosters)
- All accommodated responses (Do NOT destroy test booklets, answer documents, and Human Reader scripts.)

Shredding (or other method of securely destroying test materials) may be done at the school or by using an outside company. Once secured destruction of materials is complete, it must be documented on the Chain of Custody Form or other tracking log (refer to Section 2.1). Do NOT return these materials to Pearson.

##### Secure test materials that must be shipped back to Pearson:

- Accommodated paper test booklets, if applicable. Braille and large print test booklets must be transcribed (Section 5.2.2) and returned (section 4.2.4) in order to be scored.
- Science accommodated test booklets, if applicable
- Human Reader scripts
- Braille books

**All secure materials must be noted on the Form to Return Secure Materials (Appendix I) before shipping them back to Pearson.** If any secure materials are contaminated or missing, complete the Form to Report Contaminated or Missing Materials (Appendix E).

**Note:** All accommodated paper-based booklets and Human Reader scripts are secure materials that must be shipped back to Pearson. Ship these secure materials back to Pearson within the first 5 days after the district testing window closes.

#### Nonsecure Materials To Be Recycled

The LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain of Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

**Note:** If no paper-based or accommodated materials were shipped to the school/district, there may not be anything that needs to be shipped to Pearson.

#### 5.1.3 Complete the Test Integrity and Test Security Affidavit

The purpose of the form is for the STC and LTC to certify that the security and integrity of the school's test administration was maintained before, during, and after testing. Once materials have been securely destroyed or recycled, the Test Coordinator must complete and sign the Test Integrity and Test Security Affidavit and submit it to OSSE electronically. Refer to **Appendix G** for this form and submission instructions.

#### 5.1.4 Keep Records

A hard copy of the following records must be included in each school's Test Security File for a period of four years (an electronic file may be kept in addition to the required hard copy version):

##### Required:

- Chain of custody documentation (refer to Section 2.1)
- If not already included in chain of custody documentation, test group/classroom roster records noting who administered each proctor group (both Test Administrator and Proctors), and noting the names of students assigned to that group
- Form to Return Secure Materials (refer to Section 5.1.2)
- A copy of the Test Integrity and Security Affidavit signed by the STC

##### If Applicable:

- Copies of attendance sheets for authorized personnel who attended test security training (refer to **Appendix B**)
- Copies of any incident reports
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials

## 5.2 Paper-Based Testing

### 5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) to perform after testing is complete. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC) depending on the procedures specific to your LEA or state. Since Section 5.2.1 only provides a checklist of tasks, refer to Sections 5.2.2–5.2.7 for more details.

LTC	STC	Task	Reference
<b>Day of Final Test Section</b>			
	<input type="checkbox"/>	Collect materials and verify that all distributed test materials have been returned using the Chain of Custody Form.	Section 5.2.2
<b>Within One Week of Final Test Section</b>			
	<input type="checkbox"/>	Organize and return scorable and nonscorable test materials.	Sections 5.2.2–5.2.4
	<input type="checkbox"/>	Destroy scratch paper written on by students and supplied mathematics reference sheets written on by students.	Section 5.2.3
	<input type="checkbox"/>	Recycle <i>Test Administrator Manuals</i> and unused supplied mathematics reference sheets.	Section 5.2.3
	<input type="checkbox"/>	Return secure materials and ensure that all return boxes have appropriate labels within five business days of the school testing end date.	Section 5.2.4
	<input type="checkbox"/>	Complete the Test Integrity and Test Security Affidavit and submit to LTC or OSSE (nonpublic STCs).	Section 5.2.6
	<input type="checkbox"/>	Keep records in your school test security file for four years.	Section 5.2.7

### 5.2.2 Collect and Organize Materials

Immediately after the final section is administered, collect the test materials listed below from Test Administrators. **All secure materials must be noted on the Form to Return Secure Materials (Appendix I) before shipping them back to Pearson.** If any secure materials are contaminated or missing, complete the Form to Report Contaminated or Missing Materials.

- All used and unused test booklets
- All used and unused answer documents
  - Test booklets and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and answer documents.
- Human Reader Scripts
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- *Test Administrator Manual*
- Mathematics reference sheets

**Note:** Schools may keep rulers and protractors after testing for instructional use. These materials must NOT have any writing on them. Rulers and protractors containing student notes should be securely destroyed.

### Report Contaminated and Damaged Test Materials

If a test booklet or answer document becomes contaminated or damaged, follow your school or LEA protocol for reporting this to the LTC and OSSE and complete the Form to Report Contaminated,

Damaged, or Missing Materials available in **Appendix E**. Refer to Section 4.2.3 for how to handle contaminated or damaged test materials.

### Report Missing Test Materials

Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the STC must follow the steps in **Appendix E**. Complete the Form to Report Contaminated, Damaged, or Missing Materials.

### Transcription of Student Test Responses

Transcription of student assessments is required for some paper-based and braille tests. Transcription may also be requested by OSSE in unique situations where test booklets are damaged. If you have questions about transcription or when it is permitted, contact OSSE.

#### Transcription

Certain situations require a student's responses to be transcribed into a standard, scorable paper test booklet (grade 3) or answer document (grades 4-high school). These situations may include:

- Answers were recorded in another student's test booklet or answer document.
- A test booklet or answer document became damaged or contaminated (e.g., torn, wrinkled).
- A student took the test using a special test format (e.g., large print, braille).
- The student used a speech-to-text converter, augmentative communication device, or assistive technology device.
- As an accommodation, a student recorded answers on blank paper, instead of on the required test booklet or answer document.

If a student's responses must be transcribed into a paper test booklet after test administration is completed, the following steps must be followed:

1. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or STC.
2. The student's responses must be transcribed verbatim into the test booklet (grade 3) or answer document (grades 4-high school). Confirm the test booklet and answer document are for the same form (e.g., main or accommodated). Refer to Appendix C: Protocol for the Use of the Scribe Accommodation in the *AF&A Manual* for guidance and an example.
  - Mark the original test booklet or answer document "Do Not Score" according to the directions in the following section.
  - Exception: A scribe for a student who signs their responses in ASL will write the student's responses in English (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house!").
3. Braille transcription: ONLY an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under their direct supervision may transcribe the student's responses into the standard, scorable test booklet or answer document included in the braille kit. The transcriber must be able to fluently read the braille code the student wrote in, either English Braille American Edition (EBAE) or Unified English Braille (UEB).
4. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely destroyed.

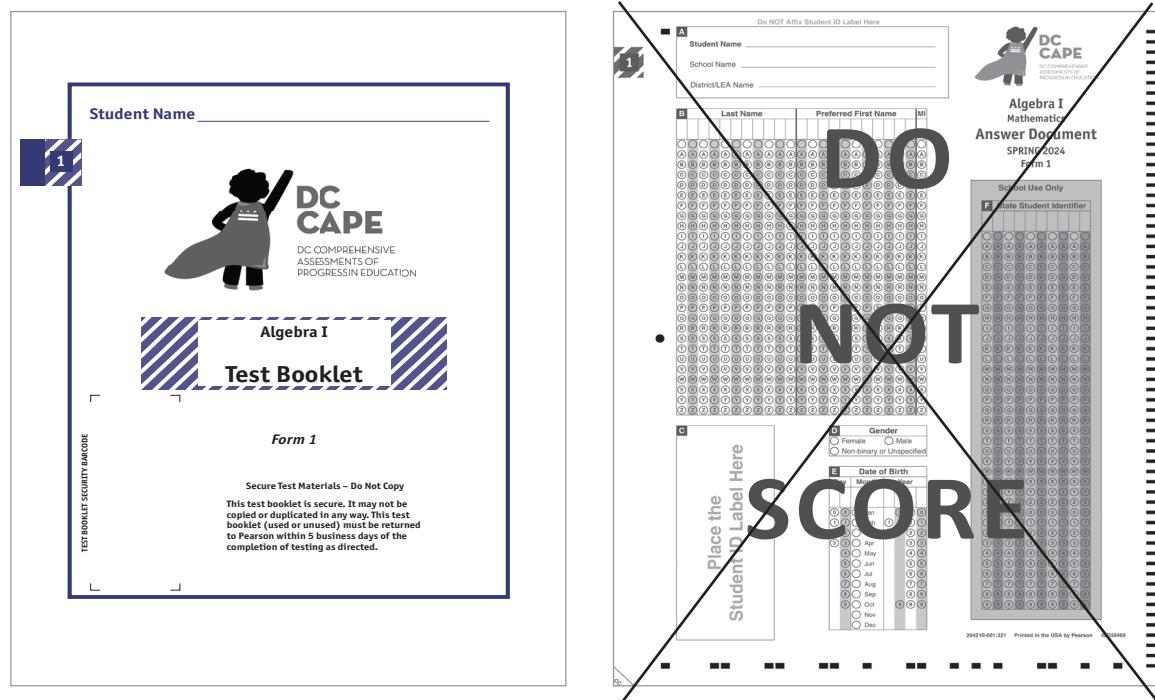
**Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score.**

## “Do Not Score” Test Materials

If there is a test booklet (grade 3) or answer document (grades 4–high school) already assigned for a student in one of the categories below, write “DO NOT SCORE” in large letters or draw a large “X” across the front cover. Both methods are acceptable for indicating materials should not be scored.

- A student whose test booklet or answer document became damaged/unusable (Refer to Transcription of Student Test Responses above for instructions on transcribing the student’s responses to a new test booklet (grade 3) or answer document (grades 4–high school)).
- A student whose student ID label has already been applied to a test booklet or answer document but did not participate in any testing (e.g., absent with or without medical documentation).

Figure 5.0 Do Not Score Test Materials



### 5.2.3 Materials To Be Securely Destroyed

The LEA Test Coordinator must ensure the following test materials are destroyed/shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper written on by students during testing
- Mathematics reference sheets written on by students during testing
- Any reports or other documents that contain personally identifiable student information

Once shredding (or other method of securely destroying test materials) is complete, it must be documented on the OSSE Chain of Custody Form or LEA-specific equivalent. Secured destruction of materials and documentation may be done at the school. Do NOT return these materials to Pearson.

### Nonsecure Materials To Be Recycled

The LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Once recycling is complete, it should be documented on the Chain of Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

#### 5.2.4 Package Materials for Return Shipping

The STC must contact UPS, the vendor-designated shipper, directly to schedule “Return Service” pickup. Before calling UPS, sort and package the materials according to the directions below so that you can return all materials with a single call. Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level, NOT the district level. Materials must be shipped no longer than 5 days after your testing window closes. All secure materials must be noted on the Form to Return Secure Materials before shipping them back to Pearson. **Materials returned late risk not receiving scores.**

- **Scorable materials**
  - Used test booklets (grade 3)
  - Used answer documents (grades 4–high school)
  - Transcribed test booklets (grade 3)
  - Transcribed answer documents (grades 4–high school)
- **Nonscorable materials**
  - Unused test booklets (including for absent students)
  - Unused answer documents (grades 4–high school)
  - Used test booklets (grade 3) and answer documents (grades 4–high school) that have been marked “Do Not Score”
  - Used test booklets (grades 4–high school)
  - Human Reader scripts
  - Large print test booklets
  - Braille test booklets

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#### Required Ancillary Materials for Return

For all materials being returned, schools and districts will need the following:

- **Scorable**
  - Paper bands
  - Scorable Materials Return School Headers (do not photocopy)
  - Red scorable return labels
  - UPS return labels for scorable materials
- **Nonscorable**
  - Purple nonscorable return labels
  - UPS return labels for nonscorable materials

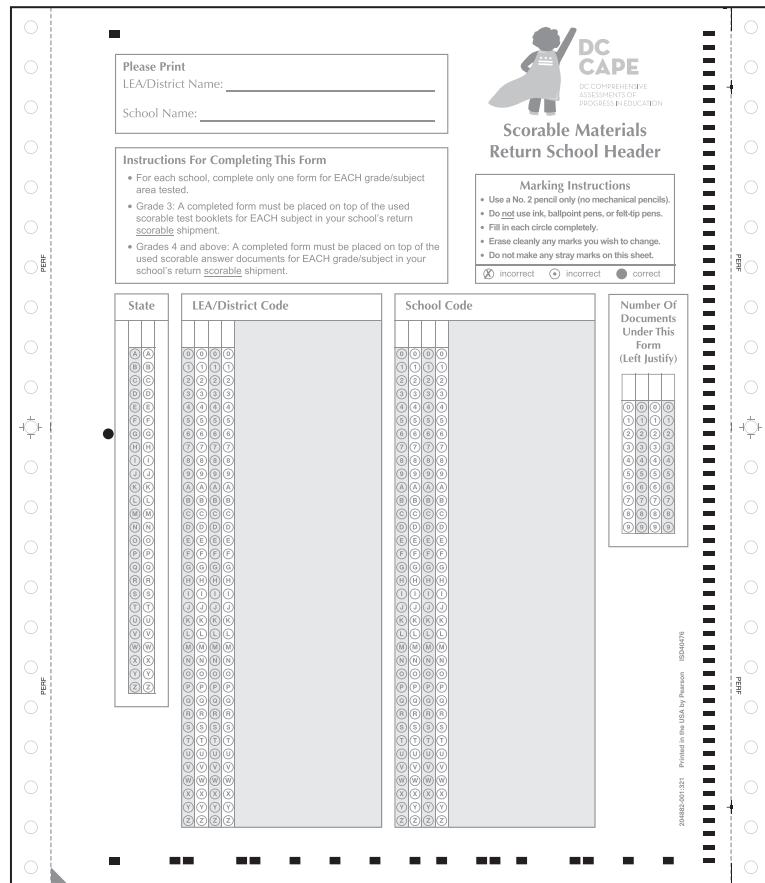
If you do not have a sufficient amount of these ancillary materials, place an additional order in ADAM. Refer to Section 3.10.4 for additional information on additional orders. **If you placed additional orders for test materials, these return materials were not shipped to you automatically.**

#### Scorable Materials Return School Header and Paper Bands

- Complete a Scorable Materials Return School Header for each grade/course and subject.

- Place paper bands around each stack of scorable test booklets (grade 3, no more than 25 per band) or answer documents (grades 4–high school, no more than 25 per band).
- You may have more than one stack of banded documents per subject and grade/course, if necessary, but only complete ONE Return School Header and slip it in the first bundle. For example, Algebra 1 may have students from grades 9, 10, and 11 while grade 4 mathematics will only have students in grade 4.

**Figure 5.3 Sample Scorable Materials Return School Header**



The form is titled "Scorable Materials Return School Header". It includes fields for "Please Print LEA/District Name:" and "School Name:". A section titled "Instructions For Completing This Form" contains the following instructions:

- For each school, complete only one form for EACH grade/subject area tested.
- Grade 3: A completed form must be placed on top of the used scorable test booklet for EACH subject in your school's return scorable shipment.
- Grades 4 and above: A completed form must be placed on top of the used scorable answer documents for EACH grade/subject in your school's return scorable shipment.

Below these are tables for "State", "LEA/District Code", and "School Code", each with a grid of numbers. To the right is a section titled "Marking Instructions" with the following guidelines:

- Use a No. 2 pencil only (no mechanical pencils).
- Do not use ink, ballpoint pens, or felt-tip pens.
- Fill in each circle completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this sheet.

At the bottom right is a section for "Number Of Documents Under This Form (Left Justify)" with a grid for marking. The page is labeled "Page" on the left and right edges.

**Note:** Do NOT photocopy any Scorable Materials Return School Header sheets. Use the original documents provided in your school's shipment.

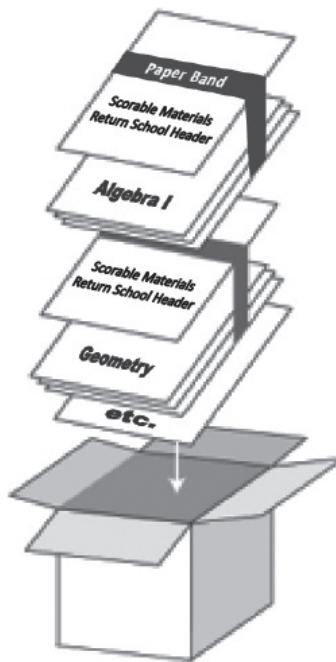
### Return DC CAPE Scorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order in ADAM at <https://ltr.adamexam.com/#/>.

Place all scorable materials in the shipping boxes as shown in Figure 5.4. Do NOT place more than one school's materials in a box. Within a school, materials for different grades/courses can be placed in the same box.

**Note:** LEAs/Schools that qualify for freight shipment will receive a freight bill (instead of UPS return materials) and freight return directions in your Test Coordinator Kit.

**Figure 5.4 Packing Diagram for Scorable Test Materials**



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**Note: Box scorable and nonscorable materials separately, as these will be shipped to different addresses.**

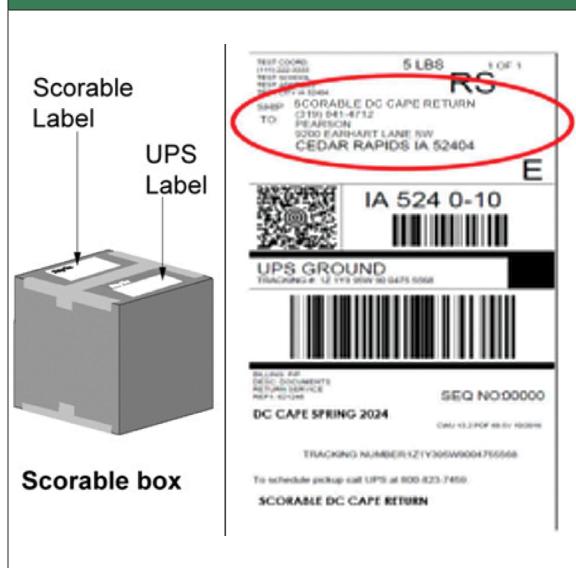
Do NOT overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do NOT use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

Locate the resealable package labeled “Test Coordinator Kit.” This package contains Pearson scorable materials return shipping labels. Refer to Figure 5.5 for sample labels.

- Place one scorable materials return shipping label on top of each box.
- Count the total number of scorable boxes.
- On the line that reads “SCH: BOX \_ OF \_” fill in the sequence of scorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable materials in a separate sequence from non-scorable.
- Do NOT write anything else on the labels.
- Do NOT include your nonscorable box count with your scorable box count.

Find a UPS scorable return label in the resealable package labeled “Test Coordinator Kit.” Apply one UPS label with “SCORABLE” to the top of each box of scorable materials as shown on the left side of Figure 5.5. It is recommended that schools or LEAs maintain UPS tracking numbers.

Figure 5.5 Sample Pearson Scorable Materials Return Shipping Label

UPS Return Label	Pearson Scorable Return Label Example
 <p>Scorable Label</p> <p>UPS Label</p> <p>Scorable box</p>	 <p>P-9999 5-00932</p> <p>SAMPLE DISTRICT 99999 SAMPLE STREET CITY, ST 12345</p> <p>SAMPLE SCHOOL 00001 BOX _ OF</p> <p>DC CAPE 2024 SCORABLE</p> <p>PEARSON 6200 EARNHART LANE NW CEDAR RAPIDS, IA 52404</p> <p>DC CAPE 2024 SCORABLE TEST MATERIALS</p> <p>701-500 - DC1 1000933573 ANS</p>

### Return Nonscorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order in ADAM at <https://ltr.adamexam.com/#/>.

Place all nonscorable materials in the shipping boxes. Do NOT place more than one school's materials in a box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

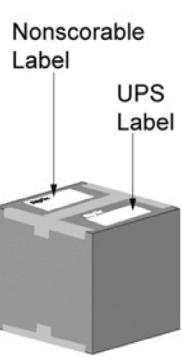
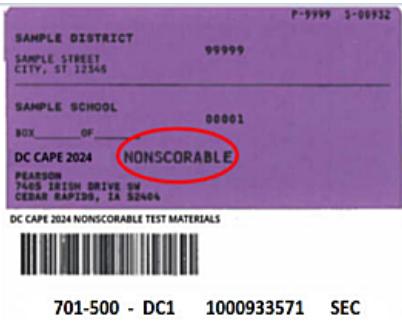
Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson nonscorable materials return shipping labels. Refer to Figure 5.6 for sample labels.

- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of nonscorable boxes.
- On the line that reads "BOX \_ OF \_" fill in the sequence of nonscorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number nonscorable materials in a separate sequence from scorable.
- Do NOT write anything else on the labels.
- Do NOT include your scorable box count with your nonscorable box count.

Find a UPS return label in the resealable package labeled “Test Coordinator Kit.” Apply one UPS label with “NONSCORABLE” to the top of each box of nonscorable materials as shown on the left side of Figure 5.6.

**Figure 5.6 Sample Pearson Nonscorable Materials Return Shipping Label**

UPS Return Label	Pearson Nonscorable Return Label Example
 <p>Nonscorable Label UPS Label Nonscorable box</p>  <p>TEST CODE: 0111223344 TEST SCHOOL: TEST ADDRESS: 123456 5 LBS 1 OF 1 SHIP: NONSCORABLE DC CAPE RETURN TO: (319) 841-4712 7405 BRIAR DR SW CEDAR RAPIDS IA 52404 RS IR IA 524 0-10 UPS GROUND TRACKING # 121Y36239011564436 MAILING INFO DRAFT DOCUMENTS PRINT SERVICES REF ID: 801286 DC CAPE SPRING 2024 SEQ NO.00000 CIRU 13.2 PDF 88.81/02/04 TRACKING NUMBER:121Y36239011564436 To schedule pickup call UPS at 800-823-7459 NONSCORABLE DC CAPE RETURN</p>	 <p>SAMPLE DISTRICT 99999 SAMPLE STREET CITY, ST 12345 SAMPLE SCHOOL 00001 BOX, OF DC CAPE 2024 NONSCORABLE PEARSON 7405 BRIAR DRIVE SW CEDAR RAPIDS, IA 52404 DC CAPE 2024 NONSCORABLE TEST MATERIALS 701-500 - DC1 1000933571 SEC</p>

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### Generic Return Labels

Generic return labels are received when an additional order for return labels is submitted through ADAM; they are not included in the Test Coordinator Kit with regular materials return shipping labels. Generic return labels include blank fields where pertinent state, district, and school information is recorded prior to return to Pearson.

Each administration includes scorable and nonscorable generic return labels; these labels follow the same color convention as regular materials return shipping labels:

- **Red Labels**—Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**—Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label

### Contact UPS to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit for return shipping instructions.

Pick-ups must occur as soon as possible after testing is complete materials must be shipped for return within 5 days of the completion of testing in your LEA/district.

Pick-ups must be scheduled at least 24 hours in advance. Call UPS at 800-823-7459 to schedule pickups. UPS customer service is available 24 hours a day, 7 days a week. Tell the UPS representative you are calling in a pickup request for Pearson and will be using their “Return Service.” You must provide UPS with the following information:

- The physical location from where packages are to be picked up (i.e., where materials were delivered)
- The estimated number of packages to pick up
- A tracking number from any one of your UPS labels

Once the pickup is scheduled, the school or LEA will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise. All UPS tracking numbers must be noted on the Form to Return Secure Materials, found in Appendix I.

### **5.2.5 Assessment Delivery and Management Platform (ADAM) Cleanup Activities for Paper-Based Testing**

#### **Not Tested and Voided Tests**

Refer to the *Post-Testing Activities Quick Reference Guide* (voids, collect secure materials, etc.) document posted at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com) for step-by-step directions on how to complete these tasks.

Voiding of tests can only be performed by OSSE. To request the voiding of a test, contact an OSSE representative to determine if a valid reason for voiding exists.

### **5.2.6 Complete the Test Integrity and Test Security Affidavit**

Once materials have been shipped and materials securely destroyed or recycled, the STC must complete and sign the Test Integrity and Test Security Affidavit. This form certifies compliance with assessment policies and guidelines, including that all materials have been tracked using the Chain of Custody Form or other tracking log and were accounted for upon packing and shipping. For a copy of this form and directions regarding how to submit it electronically to OSSE, please see **Appendix G**.

### **5.2.7 Keep Records**

A hard copy of the following records must be included in each school's Test Security File for a period of four years (an electronic file may be kept in addition to the required hard copy version):

- Chain of custody documentation (refer to Section 2.1)
- Copies of attendance sheets for authorized personnel who attended test security training (refer to Appendix B)
- Copies of any incident reports
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Test Integrity and Test Security Affidavit
- A copy of Form to Return Secure Materials (refer to Section 5.2.4)
- UPS tracking numbers
- Security barcodes for testing document assigned to each student

## 6.0 Accessibility Features and Accommodations

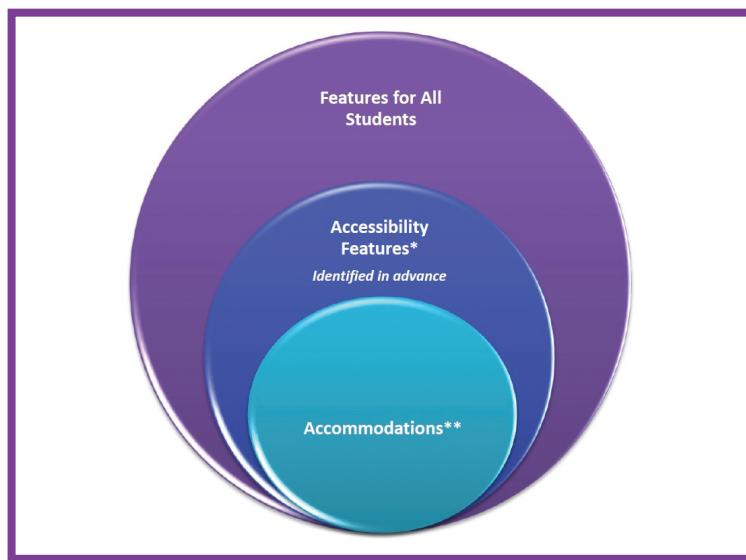
The DC CAPE assessments offer a range of accessibility features and accommodations to support student needs. OSSE has developed a detailed manual for understanding these supports and how to provide them.

The *Accessibility Features & Accommodations Manual, Third Edition (AF&A Manual)* is available online at: <https://dc.mypearsonsupport.com/admin-resources>. Schools/LEAs must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations. Further guidance and resources on accessibility and accommodations in DC, including crosswalks from the Special Programs system to DC CAPE, are available at <https://osse.dc.gov/service/testing-accommodations>.

### 6.1 Accessibility Features and Accommodations

DC CAPE's accessibility system includes three levels of support for students as shown.

Figure 6.0 The DC CAPE Accessibility System



\* Available to all participating students

\*\*For students with disabilities, English learners, and English learners with disabilities

Accessibility Features  
and Accommodations

**Accessibility features** are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the assessments. A small selection of **accessibility features** available to all students need to be **identified in advance**.

**Accommodations** are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level and provide equitable access for students with disabilities or English learners (ELs). Accommodations do NOT reduce learning expectations. All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or, an EL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or LEA.

All accessibility features and accommodations used on assessments should be generally consistent with those used in daily instruction.

## Administration Guidance in the *AF&A Manual*

In Sections 2, 3 and **Appendix A** of the *AF&A Manual*, guidance is provided for Test Coordinators and Test Administrators on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

The examples below are excerpted from the *AF&A Manual*.

### Accessibility Feature Example from Section 2:

Accessibility Feature	Administration Guidelines
1r <b>Text-to-Speech for the Mathematics Assessments</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for ARF:</u> The student's ARF must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a proctor group, the student will be assigned a form with embedded text-to-speech. The student raises or lowers the volume control, as needed, using headphones.</li> <li>• <u>Test Administrator Training:</u> Refer to the Text-to-Speech Tutorial on <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a> for full training on tool functionality.</li> <li>• <u>Differences Between Text Only and Text Plus Graphics:</u> <ul style="list-style-type: none"> <li>◦ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images.</li> <li>◦ Text Only—Reads printed text but does not read any alternate text descriptions for images.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.</p>

### Accommodations Example from Section 3:

Accmodation	Administration Guidelines
3d <b>Large Print Edition<sup>12</sup></b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for ARF:</u> Student's ARF must have Large Print Edition selected.</li> <li>• <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler &amp; protractor), when appropriate.</li> <li>• <u>Test Administrator Training:</u> Test Administrators of students with visual impairments must review:           <ul style="list-style-type: none"> <li>◦ Appendix M: DC CAPE Assessments for Students with Visual Impairment, Including Blindness.</li> <li>◦ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments.</li> </ul> </li> </ul> <p><b>During Testing:</b> A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the DC CAPE large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or STC.</li> <li>• Refer to <b>Appendix C:</b> Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</li> </ul>

<sup>12</sup>Distribution quantities for any paper based accommodations and accessibility feature are derived from the student registration process.

## 6.2 Before Testing: Preparing for Accessible Test Administration

**Reference the AF&A Manual:** Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the before testing activities necessary for Test Administrators to successfully provide students with each accessibility feature and accommodation.

### Identification of Accessibility Features and Accommodations in the Accommodations Registration File (ARF)

The ARF should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase access during instruction and assessment. Observations based on a student's interaction with the online testing platform can be made through the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

- For *students with disabilities*, the IEP team or 504 plan coordinator will collect student information to populate the ARF.
- For *English learners*, the educators responsible for selecting accommodations (or an English learner team, if available) will identify the accessibility features in the ARF for the student.
- For *English learners with disabilities*, the IEP team or 504 plan coordinator (which includes an adult familiar with the language needs of the student) will make ARF decisions.
- For students *without disabilities*, and who are NOT English learners, ARF decisions will be made based on the student's education-related needs and preferences by a team, which may include the:
  - Student (as appropriate)
  - Parent/guardian
  - Student's primary educator in the assessed content area(s)

The following accessibility features and accommodations are delivered via separate forms of the test and some cannot be combined:

#### Paper-Based Testing

- Unified English Braille (UEB)
- Large Print Test Kit
- Read Aloud Test Kit
- Spanish Test Kit (mathematics and science only)

#### Computer-Based Testing

- Closed Captioning (CC) - ELA/L only
- Text-to-Speech (TTS)
- Human Reader
- Spanish (mathematics and science only)
- Spanish TTS (mathematics and science only)
- Spanish Human Reader (mathematics and science only)

The Spanish translation of the Mathematics & Science assessments are available as an accommodation for English learners in DC. No other tests will be available in translation for the spring 2026 test. Refer to the *AF&A Manual* for further accommodations available to English learners. Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the ARF to Assessment Delivery and Management Platform (ADAM) as described in the document. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Administrator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator and/or STC will need to stop testing the student and contact OSSE for support.

#### Training for Test Administrator Delivered Accessibility Features and Accommodations

Students who use embedded accessibility features and accommodations will test independently, and therefore there is no during testing role for the Test Administrator. However, there are some accessibility features and accommodations that the Test Administrator provides external to the testing platform for computer-based testing. For these features and accommodations, the *AF&A Manual* indicates where the Test Administrator must review any training documents before testing.

Accommodation	AF&A Manual References
<b>Human Reader</b>	<b>Appendix B:</b> Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments <b>Appendix I:</b> Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read <b>Appendix J:</b> Audio Guidelines for Mathematics, used to ensure consistency in how items are read <b>Human reader scripts:</b> Secure materials (shipped with test materials) used to ensure mathematics and science assessments are read consistently
<b>Human Scribe</b>	<b>Appendix C:</b> Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
<b>Human Signer</b>	<b>Appendix L:</b> Human Signer Guidelines
<b>Extended Time</b>	<b>Appendix E:</b> Guidance for Selecting and Administering the Extended Time Accommodation
<b>Large Print and Braille</b>	<b>Appendix M:</b> Assessments and Students with Visual Impairment including Blindness

## Accommodated Materials

See a list of accommodated materials below: **Items noted with an asterisk are secure materials that must be shipped back to Pearson after testing. The remaining items, if used, may be securely destroyed locally.**

### What is included in a Spanish Mathematics Test Kit?

- Spanish test booklet\*
- Spanish answer document (except for grade 3 which will have a consumable test booklet)\*
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish mathematics reference sheet (grades 5–high school, mathematics only)

### What is included in a Large Print Test Kit?

- Large Print Test Administrator script\*
- Large Print test booklet\*
- Answer document (except for grade 3 which will have a consumable test booklet)\*
- Large Print mathematics reference sheet (grades 5–high school, mathematics only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)

## What is included in a Human Reader Test Kit?

- Human reader script (mathematics & science only)\*
- 2 standard test booklets\*
- Answer document (except for grade 3 which will have a consumable test booklet)\*
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–high school, mathematics only)

**Note:** If you order a Large Print Spanish Math or Spanish Human Reader Test Kit, you will receive Spanish versions of each item in the kit.

## What is included in a Braille Test Kit?

- Braille Test Administrator script\*
- Braille notes/special instructions
- Braille test booklet\*
- Standard test booklet\*
- Standard answer document (except grade 3 which will have a consumable test booklet)\*
- Braille mathematics reference sheet (grades 5–high school, mathematics only)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

## Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *AF&A Manual*. Requests for unique accommodations must be considered and approved by OSSE prior to use on statewide assessments. Standard accommodations should be considered prior to requesting a unique accommodation. OSSE will review requests for unique accommodations on an individual basis. Approval will be given ONLY if the requested accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements). The Unique Accommodation Request Form can be found in Appendix F of the *AF&A Manual*, or on OSSE's website: <https://osse.dc.gov/service/testing-accommodations>.

Unique accommodations requests must:

- Be individualized for each student.
- Be based on a student need as documented on the student's current IEP or 504 Plan as an accommodation for both instruction and assessment, and the plan must not expire prior to the assessment window.
- Be submitted annually.
- Be signed by the LEA Test Integrity Coordinator and LEA Special Education Director.
- Be approved by OSSE prior to testing.

## Medical Exemptions

Students with a documented and valid medical inability to take the test may request a medical exemption. Medical exemption forms must be completed and signed by the student's medical provider prior to submission to OSSE. Instructions for submitting a medical exemption request are available here: <https://osse.dc.gov/service/test-security-and-incident-forms>. If a student has a medical condition that

requires the use of an electronic device, otherwise prohibited from use during testing, please contact OSSE.

### Preparing the Test Environment for Accessibility Features and Accommodations

Based on the needs identified in their ARF, some students may require externally provided accessibility features and/or accommodations during testing. The Test Administrator must review each student's accommodations to ensure the classroom is prepared with any materials the students need. Examples include: noise buffers, word prediction external device, and a hard copy braille edition.

Tables 1, 3, 4, 5, and 7 of the *AF&A Manual* indicate when Test Administrators must check to make sure materials are available for the student during testing. For paper-based testing, refer to **Appendix A** of the *AF&A Manual*.

## 6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

Test Administrators may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics Assessment (*identified in advance in Assessment Delivery and Management Platform (ADAM)*)
- Human Signer for the Mathematics Assessment (*identified in advance in Assessment Delivery and Management Platform (ADAM)*)

Test Administrators may need to provide the following accommodations to a student with an IEP/504 plan during testing:

- Human Reader for ELA/Literacy
- Human Signer for ELA/Literacy
- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response

Test Administrators may need to provide the following accommodations to an English learner during testing:

- Extended Time
- Human Scribe for Mathematics
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language
- Human Reader for the Mathematics Assessments in Spanish or other languages as needed

### Special Accommodations Circumstances During Testing

For special circumstances regarding the administration of accommodations, refer to the appendices of the *AF&A Manual*:

- **Appendix G:** Emergency Accommodation Form

- **Appendix H:** Student Accommodation Refusal Form

### **Emergency Accommodation**

Prior to or during testing, if the STC determines that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the assessment window (e.g., a student breaks their arm and needs a scribe). An emergency accommodation should be given ONLY if the accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements).

LEA staff should complete the form in **Appendix G** in the *AF&A Manual* and retain the form in the student's file. The parent/guardian must be notified that an emergency accommodation was provided.

### **Refusal of Accommodations**

If a student refuses the accommodation(s) listed in their IEP, 504 plan, or EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The Student Accommodation Refusal Form must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent/guardian. The STC should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or EL plan, may want to consider discussing this issue at the student's next meeting.

## **6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator**

Reference the *AF&A Manual*: Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the after testing activities for each accessibility feature and accommodation.

The Test Coordinator and Test Administrators will have no after testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed/transcribed or in cases where the student produces secure testing material.

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students with IEPs or 504 plans:

- Assistive Technology
- Hard Copy Braille Edition
- Large Print Edition
- Braille Note-taker
- Braille Writer
- Speech-to-Text Device
- Human Scribe/Signer

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students who are English learners:

- Speech-to-Text Device
- Human Scribe

# **Appendix A**

## **Glossary of**

# **Assessment Terminology**

Appendices

# Glossary of Assessment Terminology

This glossary contains assessment terms used by this manual.

Term	Definition
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan. More information on accommodations is available at <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a> .
<b>Accessibility Feature</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the assessments. A small selection of accessibility features available to all students need to be identified in advance.
<b>Administration Time</b>	Administration time is the total time schools should schedule for each section, including the section testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing sections, and collecting test materials.
<b>IEP, 504 Plan, or EL Plan</b>	<p>IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.</p> <p>The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.</p> <p>An English learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.</p>
<b>Local Education Agency (LEA)</b>	Commonly referred to as a school district, an LEA oversees local schools.
<b>LEA Test Coordinator (LTC)</b>	LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used.
<b>Mathematics Tools for Administration</b>	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>AF&amp;A Manual</i> for more information on mathematics tools for accommodations.
<b>Non-secure</b>	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
<b>Assessment Delivery and Management Platform (ADAM)</b>	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the DC CAPE assessments.
<b>Part</b>	A portion of a mathematics section – non-calculator part and calculator part.

Term	Definition
<b>Secure</b>	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
<b>Proctor Group</b>	In Assessment Delivery and Management Platform (ADAM), a proctor group is the group of students registered to test a content area together (same time and location).
<b>ARF</b>	This is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take a DC CAPE assessment.
<b>Testing Environment</b>	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
<b>TestNav/TestNav8</b>	The application used to administer the computer-based DC CAPE assessments.
<b>Section</b>	Each content area of the assessments is comprised of sections. Each section has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide section details. In mathematics, certain sections may be comprised of more than one part.
<b>Section Testing Time</b>	Section testing time is the amount of time any student who needs it must be provided to complete the section. As such, it is the amount of testing time schools must schedule for each section. A new section cannot be started until all students in the section are finished or until section testing time has expired.



## Appendix B

# Test Integrity and Test Security Notification Statement

Appendices



## **District of Columbia Districtwide<sup>1</sup> Test Integrity and Test Security Notification Statement**

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*This statement must be distributed to all authorized personnel involved in Districtwide assessment testing at LEAs, including each school site within the LEA and nonpublic special education schools.*

As required by section 103 of the Testing Integrity Act, of 2013, as amended (D.C. Law 20-27; D.C. Law 21-044; and codified at D.C. Official Code § 38-771.03), all authorized personnel, defined as “an individual who has access to Districtwide assessment materials or is directly involved in the administration of a Districtwide assessment,” shall:

1. Complete testing integrity training, as developed by OSSE, before the administration of a Districtwide assessment;
2. Receive the testing integrity and security notification statement distributed by OSSE the administration of a Districtwide assessment;
3. Immediately report any breach of testing security to the test monitor, LEA test integrity coordinator, or OSSE;
4. Cooperate with OSSE in any investigation concerning the administration of a Districtwide assessment;
5. Be prohibited from:
  - a. Photocopying, or in any way reproducing, or disclosing secure test items or other materials related to Districtwide assessments;
  - b. Reviewing, reading, or looking at test items or student responses before, during, or after administering the Districtwide assessment, unless specifically permitted in the test administrator's manual;
  - c. Assisting students in any way with answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment;
  - d. Altering student responses in any manner;
  - e. Altering the test procedures stated in the formal instructions accompanying the Districtwide assessments;
  - f. Allowing students to use notes, references, or other aids, unless the test manual specifically allows;
  - g. Having in one's personal possession secure test materials except during the scheduled testing date;
  - h. Allowing students to view or practice secure test items before or after the scheduled testing time;
  - i. Making or having in one's possession answer keys; except that it shall not be prohibited to have an answer key for a Districtwide assessment that has already been administered and released by OSSE;
  - j. Leaving secure test materials in a non-secure location or unattended by authorized personnel;
  - k. Using unapproved electronics during the administration of a Districtwide assessment;

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<sup>1</sup>The terms “Districtwide” and “Statewide” with respect to assessments are interchangeable as they relate to the assessments covered under federal accountability requirements and the Test Integrity Act of 2013, as amended in 2015.

- I. Making a false certification on any Districtwide assessment forms established and required by OSSE;
- m. Failing to actively supervise students at all times during test sessions;
- n. Allowing any form of cheating;
- o. Being present in the test environment or handling the test materials for one's own family member;
- p. Failing to account for all secure test materials before allowing any pupil to leave the testing room; and/or
- q. Failing to observe the test material chain of custody procedures as outlined in the school test security plan,

Failure to comply with prohibitions set forth herein shall not be considered a violation of a test security plan if the action is:

- 1. necessary to provide for an accommodation that is explicitly identified in a student's IEP or an approved accommodation plan for a English learner student; provided, that any accommodation shall be limited to the eligible student or students; or
- 2. limited to supporting students to stay on task and focused, as defined and described as an acceptable action under OSSE guidance, and does not impact the content of students' answers.

An individual who knowingly and willfully violates, assists in the violation of, solicits another to violate or assist in the violation of, or fails to report a violation of the Testing Integrity Act, the OSSE Test Integrity Guidelines, the school test security plan, , or other test integrity policy or procedure, , shall be subject to sanctions, which shall include:

- 1. Denial, suspension, revocation, or cancellation of, or restrictions on the issuance or renewal of a teaching or administrative credential or teaching certificate issued by OSSE, or both for a period of not less than one year;
- 2. Payment of expenses incurred by the LEA or OSSE as a result of the violation; and/or
- 3. An administrative fine, not to exceed \$1,000 for each violation. (See D.C. Code §38-771.04)

No employee of a LEA shall retaliate against any other employee, parent, or student solely because that individual reports or participates in an investigation of a potential failure of the test security plan or other testing integrity and security policy or protocol. (See D.C. Code §38-771.02(c).)



# Appendix C

## DC CAPE Accommodation, Accessibility Feature and Administrative Consideration Guidance

Appendices

The purpose of this appendix is to provide additional guidance for schools regarding the assignment of accommodations, accessibility features, and administrative considerations for the DC CAPE assessments.

Students who take statewide assessments may use a wide array of **accessibility features**, which are tools or supports that increase access to test content and are available for use by **all students who need them**. Examples include: highlighter, answer masking, color/contrast.

Similarly, **administrative considerations** may be granted to any student who may need them, at the discretion of school leaders. Administrative considerations are decisions made about a student's testing environment (e.g., small group testing, special seating arrangements, or frequent breaks).

In addition to accessibility features and administrative consideration for all students, testing **accommodations** are available for all students with disabilities, English learners, and English learners with disabilities.

## DC CAPE Accommodations

The *DC CAPE Accessibility Features and Accommodations Manual* provides guidance on the supports available to students while taking the DC CAPE assessment. Please review this document prior to assigning accommodations, accessibility features, and administrative considerations to students.

Paper-Based Accommodations	
Accommodation	AF&A Manual References
Unified English Braille (UEB)	<b>Appendix M:</b> Assessments and Students with Visual Impairment including Blindness
Large Print	<b>Appendix M:</b> Assessments and Students with Visual Impairment including Blindness
Human Reader	<b>Appendix B:</b> Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments <b>Appendix I:</b> Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read <b>Appendix J:</b> Audio Guidelines for Mathematics, used to ensure consistency in how items are read <b>Human reader scripts:</b> Secure materials (shipped with test materials) used to ensure mathematics and science assessments are read consistently
Spanish	Mathematics & Science Only <b>Appendix A:</b> Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments

Computer-Based Accommodations	
Accommodation	AF&A Manual References
Closed Captioning (CC)	ELA/L Only
Text-to-Speech (TTS)	
Human Reader	<b>Appendix B:</b> Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments <b>Appendix I:</b> Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read <b>Appendix J:</b> Audio Guidelines for Mathematics, used to ensure consistency in how items are read <b>Human reader scripts:</b> Secure materials (shipped with test materials) used to ensure mathematics and science assessments are read consistently
Spanish	Mathematics & Science Only <b>Appendix A:</b> Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments
Spanish Text-to-Speech (TTS)	Mathematics & Science Only <b>Appendix A:</b> Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments
Other Accommodations	
Human Scribe	<b>Appendix C:</b> Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	<b>Appendix L:</b> Human Signer Guidelines
Extended Time	<b>Appendix E:</b> Guidance for Selecting and Administering the Extended Time Accommodation



# Appendix D

## Form to Report a Testing Irregularity or Security Breach

Appendices



## District of Columbia Statewide Test Security Incident Reporting Form

Please use this form to submit test security incidents to the Office of the State Superintendent of Education (OSSE). **Local Education Agency (LEA) test coordinators should enter incident report content into a ticket via the [OSSE Assessment Portal](#).**

You may report test security incidents in the following ways: (1) online via the [Online Incident Reporting Form](#), or (2) by phone at 202-304-3269. Please report within 24 hours when possible.

Submitted by (optional, please check all that apply):

LEA Test Coordinator       School Test Coordinator       Test Administrator  
 Test Proctor       Other School Staff       Student  
 Other \_\_\_\_\_

LEA (if known): \_\_\_\_\_ Date/Time of Incident: \_\_\_\_\_  
School: \_\_\_\_\_ Location of Incident: \_\_\_\_\_  
(i.e., room name/number)

Names and roles of staff involved (if known): \_\_\_\_\_

Names of students involved (if known): \_\_\_\_\_

Describe the incident (use the back of this form or attach additional pages if needed). Please include the following details in your description of the incident, if known:

- Assessment (ACCESS for ELLs, Alternate ACCESS, MSAA, DLM, DC CAPE)
- Testing grade and subject
- Testing group name
- Test administrator and proctor names
- Number of students in room/test session

Name of person completing this form (optional): \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix E

## Form to Report Contaminated, Damaged, or Missing Materials

Appendices



# 2025–2026 DC CAPE Assessment Form to Report Contamina

## Form to Report Contaminated, Damaged, or Missing Materials

## Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated (Section 4.2.3), damaged (Section 4.2.3), or missing (Section 3.10.2).
2. Then report the incident using this form to describe the circumstances.
3. Submit the form to Pearson, OSSE, and your LEA Test Coordinator.

State	<input type="checkbox"/> Fall <input type="checkbox"/> Spring		
Contact Name	Contact Phone and Ext		
Contact Person's Role			
Contact Email			
School Name	School Organization Code		
LEA/District Name	Complete this form and submit the completed form to Pearson via one of the following methods: Email      PearsonDCAdminSupport@pearson.com Mail      DC Program Team Mail Stop B044 9200 Earhart Ln SW, Cedar Rapids, IA, 52404 Submit this form to OSSE online, via the OSSE Support Tool.		
Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 9 ELA Test Booklet	1	123456789-0	Student had a nosebleed on the booklet and it has now been destroyed according to LEA protocol.

## Appendix F

# Guidance on Testing Multiple Grades/Courses Concurrently in the Same Testing Environment

Appendices

The purpose of this appendix is to provide additional guidance for schools that wish to schedule multiple testing grades/courses of students in the same testing environment<sup>1</sup> at the same time.

Schools may schedule different grades/courses of students in the same environment at the same time, provided that the section testing time, content area, and administration script are the same. For example, for the English Language Arts/Literacy Section 1, students in grades 9 and 10 may be combined into the same testing environment because all grades have the same section testing time and use the same administration script. Grade 3 paper-based testing (PBT) must be separate from grades 4 and 5 because the administration directions differ due to different testing materials (i.e., grade 3 has test booklets, but grades 4 and 5 have test booklets and answer documents). Guidance on which grades can be combined into the same testing environment is provided on pages 2 through 3.

A **separate** testing environment is needed for:

- Paper-based and computer-based (Administration scripts are different.)
- English language arts/literacy and mathematics. (Testing times and administration scripts are different.)
- Spanish form for mathematics & Science.
- Student directions read aloud in a language other than English (As a reminder, there are translated administration scripts for Spanish, available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).)

**Note:** Schools cannot combine students with the Human Reader accommodation across grades/courses. For example, Grade 4 students with a Human Reader can be tested together, but Grade 4 and Grade 5 students with a Human Reader accommodation cannot be tested concurrently in the same testing environment.

#### English Language Arts/Literacy—Computer-Based Testing

ELA/L Section	Grades that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	ELA I, ELA II	90
Section 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	ELA I, ELA II	90
Section 3	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	ELA I, ELA II	90

**Note:** ELA/L assessments are comprised of three sections. A section will consist of either operational or field test items.

<sup>1</sup> Testing environment is defined as a room or location where secure testing occurs (e.g., a classroom, library, media center, computer lab).

### English Language Arts/Literacy—Paper-Based Testing

ELA/L Section	Grades that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	ELA I, ELA II	90
Section 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	ELA I, ELA II	90
Section 3	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	ELA I, ELA II	90

### Mathematics—Computer-Based Testing

Section	Grades/Courses that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3, Grade 4, Grade 5	60
	Grade 6 & Grade 7 ( <i>non-calculator/calculator part</i> )	60
	Grade 8 (Section 1 of the grade 8 CBT Mathematics cannot be administered in the same environment as grades 6 and 7 due to the difference in parts)	60
	Algebra I, Geometry, Algebra II ( <i>non-calculator/calculator part</i> )	90
Section 2	Grade 3, Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60
	Algebra I, Geometry, Algebra II	90
Section 3	Grade 3, Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60

### Mathematics – Paper-Based Testing

Section	Grades/Courses that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7 ( <i>non-calculator/calculator part</i> )	60
	Grade 8 (Section 1 of the grade 8 CBT Mathematics cannot be administered in the same environment as grades 6 and 7 due to the difference in parts)	60
	Algebra I, Geometry, Algebra II	90
Section 2	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60
	Algebra I, Geometry, Algebra II	90
Section 3	Grade 3 (Grade 3 PBT Mathematics cannot be administered in the same environment as grades 4 and 5 due to the difference in test materials causing differences in directions.)	60
	Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	60

### Science—Computer-Based Testing

Section	Grades/Courses that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 5, Grade 8, Biology	45
Section 2	Grade 5, Grade 8, Biology	45
Section 3	Grade 5, Grade 8, Biology	45
Section 4	Grade 5, Grade 8, Biology	45

# Appendix G

## Test Integrity and Test Security Affidavit

Appendices



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

**District of Columbia District-wide Test Integrity and Test Security Affidavit**

**Instructions:** This form must be completed by the local education agency (LEA) Assessment Manager or LEA Test Coordinator and the School Test Coordinator (including Nonpublic School Test Coordinators) for each District-wide assessment administered. Within **10 business days** after the close of each statewide assessment window, the LEA must collect one school-level affidavit for each Office of the State Superintendent of Education (OSSE)-approved school test security plan. Within **15 business days** after the close of each statewide assessment window, LEAs must submit all school affidavits and one LEA-level affidavit for each assessment program (ACCESS for ELLs/WIDA Alternate ACCESS; MSAA/DLM; and DC CAPE) to OSSE via the [OSSE Assessment Portal](#).

**Note: One school-level affidavit can be submitted as both school-level and LEA-level to satisfy the LEA-level affidavit requirement.**

**LEA/School Information**

Refer to your approved school test security plan to complete the information below.

Assessment Name(s):	Select the box below if the affidavit is for both school and LEA		
LEA name and code:	<input type="checkbox"/>		
School name and code:			
Name of person completing this affidavit:			
Role:	<input type="checkbox"/> LEA Assessment Manager	<input type="checkbox"/> LEA Test Coordinator	<input type="checkbox"/> School Test Coordinator

Please **check each box below** to indicate compliance.

I affirm that to the best of my ability, knowledge and/or belief, my LEA (test integrity coordinator) or school (school test monitor) complied with the following, except as may be described in the box below:

- The Testing Integrity Act of 2013, as amended<sup>2</sup>
- OSSE 2025-26 Test Security Guidelines;
- All applicable testing manuals and test directions;
- All required state, LEA, and school test integrity training; and
- The 2025-26 test security plan(s) of my school or schools within my LEA, as appropriate.

Please describe any instances where, to your knowledge/belief, your LEA and/or school did not comply with all applicable laws, regulations, policies and test plans. **If you are unaware of any noncompliance, please write "None."**

Please **check each box below and write the date** to indicate compliance.

Further, I affirm that to the best of my ability, knowledge and/or belief that:

- All authorized personnel involved with testing have been provided the Statewide Test Integrity and Security Notification Statement, provided by OSSE;
- All known security breaches and testing irregularities have been properly reported;
- All secure and unsecure test materials have been returned, tracked, destroyed, or securely recycled in accordance with the directions provided by the test vendor or OSSE on this date \_\_\_\_\_; and
- All required school test security plan materials under my purview have been submitted and/or are attached to this Affidavit.

I hereby affirm, under penalty of perjury, that the information in this affidavit is based on my personal knowledge or belief and is truthful and accurate.

Signature

Date

<sup>1</sup> The terms "Districtwide" and "Statewide" with respect to assessments are interchangeable as they relate to the assessments covered under federal accountability requirements and the Test Integrity Act of 2013.

<sup>2</sup> DC Law 20-27; D.C. Law 21-044; DC Official Code §38-771.01 et seq.

# Appendix H

## Chain of Custody Form

Appendices



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

## 2025-26 District of Columbia Assessment Chain of Custody Form

Test Coordinators will use this form to track the distribution, return, and destruction of secure test materials. Make as many copies of this form as needed. Keep this form in your school test security file when it is complete.

*Check one assessment*

<input type="checkbox"/>	ACCESS	<input type="checkbox"/>	MSAA	<input type="checkbox"/>	DLM	<input type="checkbox"/>	DC CAPE
--------------------------	--------	--------------------------	------	--------------------------	-----	--------------------------	---------

LEA: \_\_\_\_\_

School: \_\_\_\_\_

Test Coordinator Name \_\_\_\_\_

Test Administrator Name \_\_\_\_\_

Witness of Destruction of Secure Materials Name \_\_\_\_\_

Receiving Materials	Date						
	Time Checked Out						
	Testing Room (Transferring to)						
	Number of Testing Tickets						
	Number of Sheets of Scratch Paper						
	Number of Reference Sheets						
	Other Secure Material*:	Barcode:					
Test Administrator Initials _____							
Test Coordinator Initials _____							
Returning Materials	Date						
	Time Returned						
	Secure Materials Location (Returning to)						
	Number of Testing Tickets						
	Number of Sheets of Scratch Paper						
	Number of Reference Sheets						
	Other Secure Material*:	Barcode:					
Test Administrator Initials _____							
Test Coordinator Initials _____							

\* Other secure materials may include: tactile graphics, Human Reader scripts, accommodated paper-based, braille or large print booklets and answer documents.

<b>Destroy Secure Materials</b>	Date				
	Time Destroyed				
	Number of Testing Tickets Destroyed				
	Number of Sheets of Scratch Paper Destroyed				
	Number of Reference Sheets Destroyed <sup>*</sup>				
	Number of TIPs (DLM only) or DTAs (MSAA only) Destroyed				
	Test Coordinator Initials				
	Witness Initials				

<sup>\*</sup>A reference sheet only needs to be securely destroyed if a student wrote on it during a testing session.

By signing below, authorized personnel verify the information on this document are accurate to the best of their knowledge. Signatures below should only occur on the last day authorized personnel uses this document.

Test Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Test Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness Signature \_\_\_\_\_ Date \_\_\_\_\_

Notes and Additional Signatures (if needed):



# Appendix I

## Form to Return Secure Materials

Appendices



2025-2026 Form to Return Secure Test Materials

DC COMPREHENSIVE ASSESSMENTS OF PROGRESS IN EDUCATION

## Instructions:

1. Follow the instructions in the *Test Coordinator Manual* to determine which secure test materials must be returned to Pearson.  
Note: All secure materials will have either a serial number or security barcode.
2. Complete all sections of this form and maintain a copy in your school records file.
3. Submit this form to your DC CAPE LEA Test Coordinator.

Contact Name:

School Name:

| FA Name:

Role:

## School Code:

| FAQ Code:







## Computer-Based Testing: Are you ready?

- Manage proctor groups and review each student's status in ADAM.
- Test Administrator log in.
- Confirm that the Test Coordinator has prepared the proctor groups.

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## Computer-Based Testing: After You're Done

- Test Administrator Manual
- Used and unused scratch paper
- Human Reader scripts

## Paper-Based Testing: Are You Ready?

- Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- Distribute test materials to students and administer the DC CAPE assessment according to the directions in this manual and using the appropriate administration script.
- Monitor testing time.
- Supervise test administration and provide breaks (if applicable).
- Return all testing materials to the School Test Coordinator.
- Complete any documentation necessary for reporting any testing irregularity or security breach.

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## Paper-Based Testing: After You're Done

### Return Materials to the School Test Coordinator

- Test Administrator Manual
- DC CAPE-supplied mathematics reference sheets
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Used and unused scratch paper
- Student test booklets and answer sheets